

Lutheran Education

MAY 1961



John Dewey, Pragmatism, and Lutheran Education in the 60s

Federal Aid to Church Schools

The Importance of Place Value

Instrumental Music in the Parochial Schools

This Helped Us

Let's Stop Wasting Human Resources

Sex Education Programs in Our Schools?

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*Go ye, therefore, and teach all nations, baptizing them in the name of the Father and of the
Son and of the Holy Ghost, teaching them to observe all things whatsoever I have commanded
you. — MATTHEW 28:19, 20.*

*The fear of the Lord is the beginning of wisdom; a good understanding have all they that do His
commandments. — PSALM 111:10.*

*Nothing will serve us and future generations better than maintaining good schools and training the
youth. — MARTIN LUTHER.*

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LUTHERAN EDUCATION

Volume 96

♦ May 1961 ♦

Number 9

EDITORIALS

The Abiding Spirit If you were asked to name the specific doctrine which distinguishes Evangelical Lutheranism from all of Protestantism, what would your answer be?

Verbal inspiration? That answer would not satisfy a strong Southern Baptist. Separation of church and state? Hardly. Lodge practice? The Real Presence in Holy Communion? The priesthood of all believers?

Evangelical Lutherans should answer: *The doctrine of the means of grace!*

In the words of the Augsburg Confession, Art. V, the means of grace are described thus: "In order that we may obtain such faith God has ordained the ministry, has given the Gospel and the sacraments. Through these, as through means, He bestows the Holy Spirit, who works faith where and when He wills, in those who hear the Gospel, which teaches that because of Christ's merits, not our own, we have a gracious God if we believe this."

The means of grace are "the God-appointed means or instruments through which (1) God offers and conveys His grace in Christ to me and through which (2) He engenders faith to accept this grace."

The Evangelical Lutheran Church has stressed this doctrine because it honors God the Holy Spirit. He abides, He works in and through these means. Wherever and whenever the Gospel is offered to sinful men, there and then the Holy Spirit is active, seeking to save the lost and to strengthen the believers in Christ.

Whenever you step into a classroom with the Gospel on your lips and in your life, the Spirit of God is present. When you witness to your resurrection hope, when you bear testimony to the grace of God in Christ Jesus, when you bring a child to Holy Baptism, when you kneel at the Lord's Table and stir others up to kneel with you — then and there the Spirit of God abides and acts.

God confers His grace through His means of grace. Use them. Cherish them. They are the instruments of the Holy Spirit. M. L. K.

Trainer, or Educator? Training and education are terms which have been bandied about all too frequently in the professional jargon of our time. Often they are used without a definite point of reference or, more seriously, they have even been used interchangeably. It may be that it is this confusion which leads the teacher to think

he educates when he really trains — a fallacy which muddles thinking and undermines effective teaching.

Training, as we understand it, implies a means of controlling or conditioning people so that they will react in a specified way to a given stimulus. It can be illustrated quite easily by means of Pavlov's dog on the one hand and the nearly instinctive reactions of a well-drilled soldier on the other. Such actions have little to do with voluntary thought processes other than a recall of the approved response for the stimulus.

Education, on the other hand, may include training (and often does), but it will transcend a stimulus-response relationship, for it is the basis upon which free inquiry rests. Whereas the results of training are relatively easy to measure (the letters c-a-t written on a paper as a response to the sounds of the same letters when pronounced by a teacher), the results of education are almost impossible to measure with precision, for education involves the possibility of new or different or unexpected responses to a stimulus because it is based upon an ability to reason and it allows a constant realignment of the factors of a given problem.

Education is a creative process which changes people in their outlook and their perspective. In view of the Christian contention that man is basically evil and is constantly fighting his baser self, this principle becomes important. One may train a child quite admirably, but if a teacher fails to become the means which the Holy Spirit uses to change the attitudes and outlook of the child in his class, he has failed.

Have you been trained to be a teacher, or have you been educated? The trained teacher may train others acceptably, but it is unlikely that he will educate them. Yet it is education that is demanded today. Anything less than this should be considered a fraud. Which are you, trainer or educator?

M. L. RADKE

Youth Should Go to College Why?

1. *It is a socially accepted practice.* Since conformity is a kind of American creed, it is only natural to become a part of the pattern.

2. *It will contribute to improved citizenship.* On second thought, this is not necessarily true. Good citizenship depends on high level morality, knowledge of governmental philosophy, structure, and function, an intimate acquaintance with world affairs, and a deep sense of responsibility for the welfare of humanity. Does a college really teach these things?

3. *It will improve one's social status and stature,* especially if some Greek letters indicate social segregation achieved through ceremonious selection.

4. *It will contribute to professional competence.* It could for some people. Perhaps "it could" could be substituted for "it will." Many college students have no well-defined objectives, consequently their programs of studies do

not lead to anything specific. Of course, some colleges permit little course selectivity. They force the students to exist for four years in academic strait jackets.

We must confess that the reasons suggested do not offer much support for college education. Perhaps they were designed to convey that impression. The point we are trying to make is that a lot of college education lacks point or purpose. However, since college education for the masses is an accepted part of American culture, the whole structure should be re-evaluated so that the taxpayer or contributor receives some benefits for himself, his children, and society in general.

Whenever the emphasis in education is on quantity, the maintenance of quality is difficult. However, ever since Sputnik came to challenge American status, quality has become an urgency. How is this achieved? Only through scholarship. However, with a program of mass education, there just are not enough inspiring teachers to staff the faculties of colleges and universities. Sterile soil will not yield good crops. A plate of cold spinach is not a tempting dish. One professor aptly stated that most of the history classes he ever attended sounded like oft-repeated funeral sermons for the honored dead.

But professors do want a reputation. How do those with questionable competencies hope to achieve it? Usually through abundant student activity. The question is not whether the activities are purposeful; they just must be hard. The fact is that most of the activities are not even hard, they are just irritatingly time consuming. The student is not getting a better education, he is not even getting more education; he is just getting more of the same thing. Furthermore, the student is so busy studying he has no time to learn anything. There is no time to digest and assimilate.

If anyone hopes to make a significant contribution to human welfare, he must love to do his work. Good teachers can persuade students to love almost anything, whether it is art, chemistry, literature, music, or zoology. Whenever a teacher consistently makes an academic pursuit repulsive to his students, he should seek another outlet for his energy. Students are willing to work hard, and they will work with pleasure if they can recognize quality. Pitifully little of this is available to students under present conditions.

What should be done?

Step number one: Guide the student to embark on a program of purposeful learning.

Step number two: Drop the student who has little or no interest in the academic portions of collegiate experiences.

Step number three: Take the chores away from the inspiring instructors on a faculty, and let them do most of the teaching. Then show the teacher the respect he deserves. It is only fair to our youth, our country, and the supporting portions of our society that this be done.

H. H. G.

Rise and Build! The observation made by a prominent Protestant theologian that the Christian thrust is definitely on the wane gives cause for serious reflection. Also, Clinton Rossiter's current best seller, *The National Purpose*, warns that we will have to find new ways of thinking in order to overcome a sense of personal futility on the great issues involved in our cultural as well as physical survival. One need only probe the surface of the troubled concerns of men like Jessup, MacLeish, Sarnoff, Gardner, Reston, and Lippmann to be brought face to face with our era's fateful battle for the minds and loyalties of men.

The most desperate struggle for the control of man's mind—a battle which is also the serious concern of God the Holy Spirit—will not be fought in the market place, the legislative halls, or even in the pulpit. But it will continue to be fought—as it has been for the past half century—in the classroom. This is true because the classroom has become the great leveler and conditioner of our age. As man ventures farther down the road of scientific materialism, with its disarming rewards in terms of creature comforts, sacred studies go begging for even the crumbs of time.

This tendency—to place the humanizing and sacred learnings at the bottom of the totem pole of our values—is not unknown in our midst. Our hierarchy of values needs to be reversed so that our Lord might again be enthroned in the highest seat of learning, if we are to provide our children with the kind of Christian *Weltanschauung* required to find their way through the welter of tensions and confusions that make up so much of our modern living. The struggle for control is so earnest and the alternative so appalling that each of us needs to concern himself more diligently about what goes into the minds of our children.

Lutheran elementary and secondary education are practical answers to this significant problem. By means of the Word, a Christian environment, and the persistent effort to inculcate a perspective of life that is Christ-directed and Bible-oriented in all aspects of living and learning, we are able to make a decisive impact on the destinies of our immediate fellowship. And like a stone tossed into a pool of water we set in motion ever enlarging concentric circles of Christian witness that touch the lives and hopes of thousands.

The central core of this task requires willing hands and noble hearts; students to learn, teachers to teach, and laymen to build. Each age can place a claim on its given task but *once*, as one generation follows the next on man's pilgrimage along the road of life to eternity.

PAUL W. LANGE

Major Human Problem.—Family breakdown is a major human problem in America today. Business and industry have a big stake in the community's efforts to maintain strong families. Family counseling services, research, social planning, and the training of specialists to help prevent family breakdown deserve everyone's full support.—Thomas J. Watson, Jr., president, IBM

John Dewey, Pragmatism, and Lutheran Education in the 60s

FREDERICK D. KRAMER *

Once in several generations a man arises who makes profound changes in educational thought and activity. This kind of educational giant appeared on the American scene just before the turn of the century. Born in 1859, just prior to the Civil War, John Dewey lived on into the lifetime of many who are presently elementary school children. For many years he served as professor of education and philosophy at Chicago and Columbia universities. His impact upon American education is unparalleled. Opponents of his point of view who feel that his educational philosophy was forever interred with his bones shortly after the advent of Sputnik I are resorting to wishful thinking.

PRAGMATISM

John Dewey was the foremost American apostle of a new philosophy known as pragmatism. At other times it has been referred to as experimentalism, instrumentalism, and industrialism. Other early leaders of the movement were Charles Peirce, William James, and George Mead. More recent leaders of the pragmatic movement have included William Kilpatrick, George Counts, and Boyd Bode.

Dewey had characterized pragmatism as a revolt against fixed ways of looking at things. The pragmatic concept is one in which there is an "open universe in which uncertainty, choice,

hypotheses, novelties, and possibilities are naturalized." † To Dewey there was no such thing as definite and positive truth in any area of knowledge and learning. He believed that what is true today will likely be proven false tomorrow. He placed heavy emphasis on the scientific method. It was to be the basic method in pushing back the frontier of learning and knowledge in *all* phases of human endeavor and existence. In his view, pragmatism was totally committed to the democratic way of living.

UNDER CRITICAL ATTACK

In much of today's educational thinking and planning, John Dewey finds himself at the far end of the pendulum's arc. There has probably not been another time in the present century when the theories of Dewey have been under such heavy, critical attack. Educational practices which were fashioned under the influence of his philosophy are being rapidly discarded in favor of more traditional methods. The cry most commonly heard calls for a return to fundamentals. In a time when rapid changes in educational practices are taking place it is well for the educator to take careful stock of what is happening. Were teachers and schools completely misled and duped by the philosophy of Dewey? Should the educational implications of pragma-

* Teacher and principal at Grace Chapel Lutheran School, St. Louis, Mo.

† John Dewey, *Characters and Events* (New York, 1929), II, 440—441.

tism be discarded lock, stock, and barrel? Or is there something worth saving in the thinking and findings of Dewey? Are schools in danger of taking a backward step in their quest for a return to fundamentals? The purpose of this article will be to take a look at pragmatism from the point of view of Lutheran education in order to determine which aspects of it are unacceptable to Christian education and to suggest which features of it may be maintained in a sound educational program.

NO RELIGION BY REVELATION

The Lutheran educator will do well to begin his examination of pragmatism by pulling back the mask and exposing the ugly specter of atheism which saturates the philosophy. John Dewey had no use for religion by revelation. He wanted proof in the here and now for everything he accepted. The theory of evolution played a major role in his thinking, and pragmatism is an attempt to extend Darwin's biological theories into the area of philosophy. Although Dewey scorned any religion with a fixed dogma, he insisted that he was a religious man. He based this assumption on the fact that he attempted to give of his time, funds, and influence to any worthwhile program of charity. Pragmatism insists that a program of kindness and good will to fellow human beings is possible without Christianity or any other fixed religion.

Pragmatism is also opposed to any type of morals or ethics "from above." Its supporters insist that intelligent human beings are capable of formu-

lating their own standards of conduct on the basis of reason and experience. To the pragmatist any act which will foster desirable human growth is moral; any act which thwarts future growth is immoral. While Dewey would not be opposed to consulting the Ten Commandments or the teachings of Christ as a source of ideas, he would oppose with vehemence any attempt to impose these moral restrictions on anyone.

NO COERCION

John Dewey did not believe in the use of coercion in educating children. He felt that it would not be necessary to coax or browbeat children into learning when their needs and interests were used as starting points in education and when they would be involved in the planning and carrying out of school activities. He considered coercion proper and necessary only when it was the only possible way of saving a child from physical harm, or when it was the only way of protecting the freedom of some children from the attacks of others. Even then it was to be considered a violation of principles, to be used only when there was no other resource. Discipline is to be a force which grows and develops from within rather than one that is imposed from without.

The preceding paragraphs will be sufficient to demonstrate that pragmatism and the Christian viewpoint in teaching children are irreconcilable. The Lutheran educator will need to be on the alert for this type of godless thinking in whatever professional literature he encounters. However, be-

fore completely dismissing Dewey, take a look at some of his positive contributions to education. Many of them have proved to be significant and helpful. Some of the attacks leveled against him demonstrate a misunderstanding of what he was trying to achieve.

In defense of the practices of Dewey it might be well to begin by stating that he cannot be blamed for all the educational quackery of the 30s and 40s. Many individuals who were neither educators nor pragmatists were quick to kick over the traces and to align themselves with the slogan of "progressive education." Much of what they perpetrated was not in line with pragmatism, good educational practice, or just plain common sense. In his last years Dewey condemned these educational hoaxers.

LEARNING THROUGH DOING

One of the more significant aspects of Dewey's educational practice was an emphasis on "learning through doing." Dewey was outspokenly critical of the "listening schools" of his time. His experimental schools contained movable furniture, adequate work space, and tools and materials of many kinds. Many people had the impression that the children spent most of the day working with hammers, saws, and papier-mâché. This was not necessarily the case. The activity included research, discussion, committee work, and creative expression. Creative activities flowed from study, and helped to create deeper understandings.

Educators today find themselves in

an era in which there are many barriers to activity on the part of students. Crowded classrooms afford neither the room nor an atmosphere conducive to pupil activity. The cure for all of education's problems is being sought in closed-circuit television, in machines and gadgets, and in organizational programs and schemes. All these will make a contribution, but they will never replace the need for purposeful learning activity on the part of pupils.

Recent changes in education have suggested that the curriculum be broadened. Many advanced concepts are being taught years earlier than formerly. A need for change in this direction undoubtedly existed. The opposite extreme can be reached in a "hurry, hurry" type of education, which does not permit enough pupil experiences to make education meaningful and real. Some methodical and "textbookish" teachers almost aroused to the need for meaningful pupil activity have noted with satisfaction that the activity program method is undergoing considerable attack. They are therefore returning to the less troublesome rut. If the work and influence of John Dewey will occasionally needle the consciences of teachers toward providing purposeful activities for youngsters, at least some of which are not 100 per cent teacher or textbook directed, a valuable service will be rendered.

FREEDOM TO CHOOSE AND PLAN

One of the tenets of pragmatism which has been misunderstood as well as attacked, has been its emphasis upon freedom. The major blame for

America's juvenile delinquency has often been laid at the foot of pragmatism. Dewey believed that freedom is "in the doing." He distinguished sharply between "freedom to" and "freedom from." An unwise teacher might grant her pupils freedom from all assignments. Another might follow a better course of action in allowing individuals or the class sufficient freedom to choose or plan an activity of their own, or to pursue research in an area in which interest has been aroused. One would hardly expect a school to grant freedom from rules and regulations of every type. Yet a classroom teacher or school administration might well allow students freedom to develop a set of guidelines for school behavior which will be in the best interests of all and conducive to a good learning situation. Dewey also insisted that individual freedom and responsibility go hand in hand. Individuals progressively become deserving of freedom as they demonstrate the responsibility necessary for using it wisely. The converse of the above is also true. A measure of freedom wisely granted can be a powerful motivating force in any classroom. The teacher who has learned to use it effectively has mastered a fine art.

DEMOCRATIC PRACTICES

One can hardly quarrel with the general statement that schools have an obligation to train students in the practice of democracy. On the basis of Rom. 13 we have an obligation to equip our students for effective citizenship in our nation. Since democracy is fundamental to our nation's government as well as to our national

way of life, we cannot evade the responsibility for training our children in the practice of democracy. Academic instruction in democracy will not suffice, neither will occasional class meetings conducted according to parliamentary procedures. Teachers will need to select some areas both in the curriculum and in the process of class management for which pupils have sufficient maturity to make decisions, and then turn these matters over to them. The Biblical injunction "Train up a child in the way he should go, and when he is old he will not depart from it" may have implications for training in democracy as well as for the spiritual training to which it specifically refers.

It may be that John Dewey went too far in emphasizing the place of democracy in education. After professional educators have worked out a well-organized curriculum, it would certainly be folly for teachers to leave all curriculum planning for a third-grade class to a committee of eight-year-olds, for youngsters lack the maturity to cope with various problems of classroom management. Common sense dictates that the teacher continue to exercise influence as a leader.

Christian educators will likewise find little fault with using or teaching the scientific method as long as its use is kept out of spiritual matters. When one considers the many blessings which have come to mankind through the use of the scientific method, it must be regarded as a gift of God. Without its use, the Scriptural injunction to subdue and conquer the earth would hardly be possible.

SELF-DISCIPLINE

Dewey's theories about discipline from within should provoke considerable thought among Christian educators. Certainly we cannot agree that coercion in controlling the behavior of children is wrong in every instance. The proper use of coercion has strong Scriptural backing. On the other hand there have been Lutheran teachers and schools who have prided themselves on "pin-drop" order at any price. Classroom rules and God's Law have been emphasized and enforced to the point where there is little room for growth in self-discipline. The apostle Paul states that when he became a man he put away childish things. Children do not come overnight to the point of putting away childish things; they reach it through a process of practice and exercise. On the surface Dewey's theory about discipline from within finds an apparent parallel in the Scriptural doctrines of sanctification, rebirth, and the new man. Christian educators have usually understood the importance of these doctrines in dealing with children. Human frailties have sometimes interfered with their implementation. In the area of self-discipline it may be possible for the Lutheran teacher to accept a reminder even if it comes from an atheistic philosopher.

RETAIN GOOD PRACTICES

What, then, shall we do with John Dewey? Can his philosophy be adapted for use in Lutheran education? Certainly not. The basic foundations on which pragmatism stands are diametrically opposed to Christianity. One will find so little in common between pragmatism and basic Christianity that any thought of compromise or adaptation of one to the other will be futile from the very outset.

Is there a place in the Lutheran classroom for certain of Dewey's suggestions for teaching children? Very definitely. Many of his suggestions for classroom practices are based on sound psychology and a close observation of how children actually live and think. Every elementary school child of today is indebted to Dewey for many of the worthwhile changes in school procedure which have occurred since his parents and grandparents were in school. Lutheran teachers, as a group, demonstrated strong balance and good judgment in not embracing progressive education, child-centered education, or the activity program method without reservations. Let them now demonstrate equally good judgment by not discarding those elements of the "new education" which provide improved methods of teaching children.

In the *National Education Association Journal*, Mark Van Doren wrote, "Very few people are happy. The best chance to be happy, I think, is to be educated. I mean by happiness what the philosophers have meant by it. . . . We cannot be happy unless we are good, and I think that education is to make people good and therefore happy. I don't mean good for anything specific, or good for the world. I mean good generally."

FEDERAL AID TO CHURCH SCHOOLS

Since federal aid to church schools is currently under discussion in the houses of Congress, the Board of Parish Education issued the following statement as a guide for the parishes of The Lutheran Church — Missouri Synod. — Ed.

The Board of Parish Education of The Lutheran Church — Missouri Synod recognizes that there are wide differences of opinion on federal aid to church schools in the nation and within our denomination. Should federal aid ever be made available to church schools, each congregation would have to determine its own course of action.

The following statement on federal aid to church schools expresses the viewpoint of the Board of Parish Education. The board offers this statement as its contribution to thought and discussion on this subject.

The Church and Social Issues. — We believe that the church's function is to proclaim the Word of God and to teach its members to live by this Word and to apply it to all situations of life. The church makes its greatest civic contribution through the development of morally responsible people and through training its members for responsible citizenship. Also the church's schools must serve these purposes, among others.

We believe that it is neither necessary nor advisable for the church as a church to speak on every social issue. However, we believe just as strongly that a church may, and sometimes must, speak on civic questions that affect the church's welfare. Since federal aid to nonpublic schools would vitally affect the work of the church we believe that it is appropriate for us to speak on this matter.

Federal Aid to Church-Related Elementary and Secondary Schools. — On the question of whether federal aid should be made available to church-related elementary and secondary schools, we believe that the distinction should be made between social services and the teaching program.

1. We believe that social services (library service, lunches, health service, transportation) are not essentially part of the school program, but they are most conveniently administered by the schools for the welfare of the child. We believe that any federal aid which would fall into this category should be available to all children of school age. Social services, even if administered by the school, do not promote the religious tenets of a church. Under present conditions, we see nothing wrong with accepting such services when offered by a state to church-related schools, and we would likewise consider federal aid in the area of social services acceptable.

2. We believe that the facilities and the personnel required for the teaching program (teachers' salaries, buildings, equipment, and textbooks) should be excluded from federal aid. The teaching program deals with character formation, motives of action, and principles of life which in a church school definitely promote the religious tenets of the church that maintains it. We believe that it would be unwise for the Government to grant such aid or for the church to accept it for these reasons:

- a. The proper handling of money requires good stewardship. Any Government that allocates funds must therefore concern itself with the use of these funds and must control their use. The degree of control would be affected by the amount of federal aid, by the permanency of federal support, and by the purposes for which the funds are provided. We believe that any substantial federal aid for the instructional program, in spite of protestations to the contrary, would in the very nature of the case involve the Federal Government in at least a measure of control of the schools that receive the funds.
- b. The church would through such aid become obligated to the Federal Government, and yet it could not in good conscience submit its teaching program to a secular authority. A church's refusal to submit its pro-

gram of religious education to the supervision of a secular authority does not mean, however, that the church is unwilling to maintain high academic standards or to meet the requirements for an equivalent education in the common school subjects. The latter is being achieved and will continue to be achieved without public control of church schools.

- c. The church would be ill-advised to accept federal aid for its elementary and secondary schools. Accepting such aid would have a tendency to interfere with the mission and purpose of the church. To the extent that the church would receive support for its educational program from the government, it would be placing its program under government direction and control. By resisting the temptation to request or to accept state or federal aid for its educational program, the church will give continued support to the policy of separation of church and state and will retain its freedom of action in education.

Loans for Construction of Church-Related Elementary and Secondary Schools. — We oppose passage of legislation providing for loans to church-related elementary and secondary schools. We recognize that such loans differ from outright grants. We recognize also that they may be held constitutional. However, such loans may provide an opening wedge leading to outright grants to church-related schools. Furthermore, preferential interest rates may constitute an actual subsidy to church-sponsored schools. Finally, defaults on the loans may result in a loss to the public treasury.

Deductible Tuition on Federal and State Income Tax Returns. — We believe that the federal and state governments should permit parents who send their children to private or church schools to include tuition paid to these schools under contributions to religious, charitable, or educational purposes on their income tax returns. Permitting payments of tuition to be included as contributions would provide some relief for parents who are paying educational fees, whether at the elementary, secondary, or higher level, in public or nonpublic schools. This would be a measure of tax relief for parents, but would not be support for nonpublic schools.

Tax Credits. — We oppose allowing "tax credits" for the full cost of the school tuition. To allow tax credits for the full amount of tuition would mean that in many cases the federal or state governments would pay for all or a part of the student's education in nonpublic schools.

THE PRINCIPAL'S JOTTINGS

So you cannot sing, or play a musical instrument in a way that causes people to pause to listen. Perhaps you did not get all top grades on your last grade card or perform a science experiment that caused your classmates or teachers to gasp in amazement at your precocity. Your mirror may not reflect the features of the most attractive person in the community, and neither may your clothes rank first in the latest fashion show.

You may rank low in all the areas listed above, but you may have two feet which move with ease and take you anywhere you care to go. Your hands and your fingers may not be the most dexterous, but they wash and comb your hair, raise food to your lips, and carry out any task that you desire. The composite picture of your eyes and ears and nose and mouth may not be the most glamorous, but you can see the twinkle of a distant star and the shimmer on a rolling wave. Your ears can detect the sound of music in the wind and the rain, and with your mouth and tongue you can shout and sing and talk and pray. Thanksgiving? For what else can you give thanks?

WALTER F. STEINBERG

The Importance of Place Value

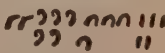
RICHARD A. LANCE *

No recent changes in the methods of teaching have been more revolutionary than those used in teaching arithmetic. At one time educators were interested primarily in having the child get the correct results when adding, subtracting, dividing, or multiplying, and the faster the child could perform the operations, the more successful the teaching was thought to be. The purpose of teaching was to make a rapid calculator out of the child; not to develop a reasoning human being.

No longer do we teach arithmetic by having the child follow a certain pattern or sample found in a text. Today's emphasis is on understanding rather than mere mechanical repetition.

To understand even the simple procedure of addition, the child must know our system of notation. This system, commonly called the decimal system, since it is based on ten, uses the Hindu-Arabic notations. Historians do not agree on the time and place of the origin of the Hindu-Arabic system of notation, but they are certain that the early Arabians did not use our symbols. In fact, they do not use them now. The principles of our system are a development from the systems used by the early Egyptians and Romans.

The Egyptians used a system which is based on ten. It employed two principles: (1) the principle of repetition and (2) the principle of addi-

tion. To write the number nine they wrote:  (nine ones), and twenty-nine was  (two tens and nine ones), while thirty was  (three tens). They grouped their symbols in threes or fours, usually writing one group above the other to make it easier to add them, thus  was 20,545.

At one time in Europe the Roman system of notation was the most popular method of writing numbers. It used four principles: (1) repetition, (2) subtraction, (3) multiplication, and (4) addition. Twenty-four thousand was written XXIV. Addition was used to write the twenty, subtraction to write the four, and multiplication to write thousand. Drawing a bar over a number multiplies that number by one thousand.

This system was not based on the scale of ten, but used the quinary-binary scale, counting alternately by five and two. Five I's make V, two V's make X, five X's make L, two L's make C, five C's make D, and two D's make M. You can well imagine the difficulties which were encountered when trying to multiply or divide.

The decimal system, with the Hindu-Arabic system of notation,

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came into general use in Europe in the sixteenth century. The most logical reason why the base ten was adopted is that man has ten fingers. In early days he did all his calculating by counting, and his fingers were conveniently with him wherever he went. Had God created man with eight fingers, we would, in all probability, be using a system based on eight just as effectively as we now use our present system. Of prime importance is not the fact that we use the base ten in our system, but its underlying principles.

The decimal system is an improvement on other systems in that, together with the addition principle used by the Egyptians and Romans, the place value principle is employed. The repetition principle is not used. Each symbol has two values; it has its absolute value and its place value. It is important that this is understood by the child.

Continuous emphasis must be placed on place values. If, for example, we write the numeral 272, the position of the left-hand 2 indicates that it represents a definite number of hundreds, while the right-hand 2 indicates a definite number of units.

The great French mathematician Laplace expressed his appreciation for the invention of the Hindu-Arabic system when he wrote:

It is from the Indians that there has come to us the ingenious method of expressing all numbers, in ten characters, by giving them, at the same time, an absolute and a place value; an idea fine and important, which appears indeed so simple, that for this very reason we do not sufficiently rec-

ognize its merit. But this very simplicity, and the extreme facility which this method imparts to all calculation, place our system of arithmetic in the first rank of the useful inventions.¹

It was because of the principle of place value that a new symbol was introduced to hold a place where there are no units, hundreds, or thousands. This symbol is called zero. The Romans could write CCCII, not bothering with a symbol for the ten's place, while we must use the zero to show that there are three hundred, no tens, and two units, thus 302.

It is extremely important for teachers to know and understand the place-value principle and to bring it to the attention of the children early in their experiences. The child can easily be shown that this principle is used regardless of the base of the system. The base ten is no sacred cow. The manufacturers of electronic computers favor the binary system, while there are others who lean toward the duodecimal system. This does not mean that we will discard the decimal system, but it does mean that our understanding of the *principles* of the system is most important.

The child should know that when he is adding 237 and 106, he adds hundreds to hundreds, tens to tens, and units to units, and not that he simply follows a pattern of using addition facts and carrying. He looks at his result as 3 hundreds, 3 tens, and 13 units by keeping in mind that 13 units is 1 ten and 3 units, giving him

¹ Florian Cajori, *A History of Mathematical Notations* (Chicago: Open House Publishing Co., 1928), p. 70.

a sum of 3 hundreds, 4 tens, and 3 units.

This same problem may be demonstrated with the binary system. To emphasize place value, keep in mind that the first column is units, the second is twos, the third is fours, the fourth is eights, and so on. 237_{10} becomes 11101101 , and 106_{10} becomes 1101010 , which gives a sum of 10101011 , the same value as the symbols 343 in the decimal system.² A few examples of

this type will emphasize the value of knowing the place-holding principle.

The newer arithmetic texts are demonstrating the importance of the principle of place value by introducing the child to number systems other than base 10. Teachers would do well to acquaint themselves thoroughly with this principle as it applies to other systems.

² The inferior 10 indicates the base.

PEN SWIPES

● Language is a wonderful thing: "backward countries" became "underprivileged countries." More recently the term "underdeveloped countries" has come into use. But when you address a group of representatives from Africa or Asia the correct designation is "developing countries."

● Is English a difficult language? Not until you come up against a sentence which reads: "Up to now, we've put up with prices going up and up, but unless somebody comes up with a solution which will stand up we'll all be up against it."

● The writer who takes a good noun such as host and turns it into an abominable verb such as hosting deserves the direst of punishments, such as a good roasting. — *Edpress*.

● Oh, merely having an open mind is nothing. The object of opening the mind, as of opening the mouth, is to shut it again on something solid. — *G. K. Chesterton*

● A meeting was being held at the church house in a small rural community to consider the purchase of a chandelier. Midway in the proceedings an old fellow in the back row stood up and announced himself as "agin" it.

"In the first place," he said, "we can't none of us spell it. In the second place, we can't none of us play it. And in the third place, we need some new light fixtures a lot worse than we need a chandelier!" — *Quote*.

● It is not doing the thing we like to do, but liking the thing we have to do, that makes life blessed (Goethe). Even in grind there is a grin.

● The same jolting that shakes little rocks to the bottom brings the big ones to the top.

● TEACHER: How is it, Donald, that you have so much difficulty with these problems? When I was your age I mastered them easily.

DONALD: Could it be, sir, that you had a better teacher?

● John Fiske, famous American historian, coined this memorable toast: "The United States! — bounded on the north by the Aurora Borealis, on the south by the procession of the equinoxes, on the east by primeval chaos, and on the west by the Day of Judgment."

Instrumental Music in the Parochial Schools

A Report from Cleveland

JOHN KATT *

The Lutheran Church has for centuries proudly claimed the title of "the singing church," and this has not been an empty boast. One of the most pertinent manifestations of its fulfillment has been the continuous maintenance of a strong emphasis upon singing throughout the history of our Lutheran parochial schools. Unfortunately, this emphasis seems to have been attended by a corresponding lack of development in instrumental music. The resulting imbalance of the school music program has been mirrored clearly in recent years by the surge of interest and activity in instrumental music evidenced by the public elementary and junior high schools throughout the nation. It seems to have been at least suggested by a recent article in this journal in which the strengths and weaknesses of the music program of our schools were analyzed.¹

The purpose here, however, is neither to present a case for instrumental music in the parochial school nor to ignore significant achievement by more than a few schools in this field, nor to presume to outline the ideal. Rather the intent is to summarize the development of one instrumental program designed to meet the

needs and facilities of a particular community. The hope is that those schools or communities of schools which feel that the establishment of an instrumental program is desirable may here find something of value to help and possibly to inspire them in their efforts to inaugurate one.

The instrumental music program now in operation in Cleveland was first introduced in one school in 1953. Today 11 of the 14 parochial schools of Greater Cleveland participate in the program. In these 11 schools almost an exact third of the eligible pupils (290 out of 878) play or are learning to play an instrument in the program. Each school which has participated for more than one year has its own band and a separate beginning group. The bands range in size from 14 to 27 pieces, and the beginning groups range from 9 to 24.

Instruction is provided through the two local Lutheran high schools, who release their instrumental music instructors for this purpose. Each parochial school schedules one hour of instruction a week for each group — beginning and advanced. Instruction is carried on during the regular school day, local school schedules having been arranged in advance to provide for useful activity at that time for those not participating. (Much credit for the success of the program is due to the fact that it is not forced to compete with the myriad of activities before and after school.) Neither grades

* Director of instrumental music dept. of Lutheran High School West, Cleveland, Ohio.

¹ Leslie R. Zeddies, "Some Reflections on Music Education," LUTHERAN EDUCATION, XCV (January 1960), p. 239.

nor credit are given, although definite standards of performance are required of pupils who maintain membership.

The program is initiated when the local school board contracts with the high school for instruction. The instrumental fee agreed upon is paid monthly, directly to the high school. Thus the instructor is relieved of the time-consuming weekly collecting of individual fees. Some parochial schools meet this expense out of the school budget, others apportion the fee among the students participating, and still others use a system of school and student sharing the cost.

A letter containing full information on the program is then sent to parents of pupils interested in participating. Parental consent is required before the child may enroll. Participation is limited to pupils of grades four to eight or five to eight, depending upon local scheduling problems.

THE BEGINNING GROUP

First Phase

The first phase of instruction for beginners, consisting of approximately ten meetings, is devoted to a "pre-instrumental" course. During this time three objectives are sought: (1) to acquaint the child with the fundamentals of note reading, instrumental technique, and group playing, (2) to familiarize the child with the different instruments of the band and orchestra so that he may more intelligently make a choice of the instrument he will play, and (3) to provide for a period of prognosis during which the child's chances for future success

on a regular instrument can be estimated.

The materials used in this phase are an unlikely pair: the "flutophone," an inexpensive, plastic, lifelike instrument, and *The Lutheran Hymnal*. The former is chosen because of its simplicity and low cost and for the benefits afforded by teaching the class on a common instrument. The latter is readily available and provides material comparable (if not superior) to the literature published for these instruments. Since playing is entirely in unison, the child must learn to ignore the harmony parts, but this is a difficulty easily overcome. A selected series of hymns is assigned, which introduces the child to the complete range of the instrument (middle C to D nine steps higher), the keys of C, F, and G, accidentals, $\frac{3}{4}$ and $\frac{4}{4}$ time, and rhythms involving whole, half, and quarter notes, with their corresponding rests, besides eighth, dotted-half, and dotted-quarter notes. Although each class usually includes one or more who already understand these fundamentals from previous training in piano, accordion, or another instrument, each of its members benefits from the introduction to ensemble playing and group discipline and to the concepts of proper posture, articulation, breath control, etc.

In considering which instrument the child will play, one rules out those not normally considered as part of a band or orchestra, i. e., accordion, piano, guitar. Selection usually confines itself to those instruments generally regarded as basic: flute, B $\flat$ clarinet, alto and tenor saxophones, cornet

or trumpet, trombone, drum, and violin. These are also among the least expensive of the instruments, and most of the elementary school instrumental literature (of which there is now an increasing abundance) finds this instrumentation adequate. At each meeting one or more of these instruments is shown, explained, and demonstrated; thereafter a tentative choice is made by the child. This choice is upheld, if at all possible, for the very reason that the pupil feels that it is "my choice." (The normally attendant interest and enthusiasm, so vital to the counterbalancing of the rigors and frustrations of future development, can easily be dulled or even destroyed if this choice is summarily denied.) The only limiting factors are the physical (size, oral, dental, or digital abnormalities) and the practical (a matter of satisfying the demands of balanced instrumentation within the group). When these must be brought to bear, they usually can be explained in a way that satisfies the pupil with a "second choice."

The matter of choosing an instrument is, of course, dependent also upon the decision as to whether or not the child should play an instrument at all. This often difficult judgment is somewhat simplified by careful observance on the part of the instructor. The child's musical ability is determined largely by the success achieved in understanding and playing the assigned material. However, attention is given not only to evidence of innate musical talent and comprehension but also to other matters which are all-important in determining the success of the child's musical career, such as sus-

tained interest, faithfulness in practice, attentiveness, temperament, and conscientiousness in the care of instrument and music. Experience has shown that all of these traits tend to carry over with almost no change once the child has begun to play a regular instrument. During the first phase some children, having experienced only an initial fascination with the program, desire to discontinue. These are dismissed with the invitation to join again the following year if possible. As for the rest of the class, the instructor notes evidences of both aptitude and weakness that arise in each student. Upon the completion of the pre-instrumental course those with satisfactory records are recommended for further instruction on a regular instrument. The others do not receive this recommendation, but in no case is a child *forbidden* to continue in the program, except, of course, for disciplinary reasons.

At the conclusion of the pre-instrumental course an evening meeting is scheduled at which the prospective musicians present a brief "flutophone concert" for their parents. The parents are then told of the program, past and future, and of the responsibilities and obligations entailed if the child is to continue. Not the least of these is the matter of supplying an instrument for the child, since the schools themselves own virtually no instruments. The instructor is available for advice on the selection and procuring of an instrument, new or used. Relative to the selection, no demands are made other than that the instrument be in tune and in good, playable condition. Several local music concerns

offer new or reconditioned instruments on a rental basis. Such a plan appeals to many parents, who thus avoid purchasing an instrument until they are certain that the child will make continued use of it.

The Second Phase

The second phase of the beginning course then follows immediately. The children now use their newly acquired instruments and one of the published unison methods for beginning band. The initial rate of group progress is understandably slow; much time is devoted to individual problems of fingering, embouchure, tone, breath control, etc. On the other hand both teacher and class enjoy comparative freedom from coping with the additional problem of note reading. Most of the principles already covered in the pre-instrumental course are directly applicable, and not too many new difficulties are encountered at this time. The pace gradually accelerates, and early in the second semester part playing is introduced. By the end of the school year the children can negotiate easy arrangements for elementary bands. At no time are private lessons required, although strong encouragement in this direction is given to all parents who have the inclination and wherewithal to provide for them.

The drop-out rate decreases sharply after the pre-instrument phase, and after the first full year diminishes to practically nothing.

THE ADVANCED GROUP

The advanced group in each school is composed of those children who

have either completed the beginning course or otherwise attained a comparable playing ability. It takes the form of a school band, although several groups employ violins.² The course of study in note reading and technique is continued through the use of an intermediate class method, which occupies a portion of each rehearsal.

Activities

It is in the advanced group that the child first comes to grips with a performance schedule. Each band is organized with the idea of being functional both in its service to the school and congregation it represents, and in performances outside this scope. Several schools present an annual spring concert, in which an entire evening's program is provided by the band and ensembles and soloists drawn from it. These groups also find opportunity to perform at other school programs, athletic events, and chapel services.

While the Sunday morning worship service does not lend itself readily to the regular use of band music, opportunities do exist for worthwhile occasional participation by a school instrumental group. Festival services are particularly suitable; to fortify and in-

² Although none of the schools can yet be said to have an orchestra, violin is now included in both the beginning groups and the bands as the first step in the projected development of school orchestras. Band arrangements and methods are still used exclusively, with the violins assigned to oboe and flute parts. While this arrangement is admittedly not most desirable, it provides adequately for the present. One school does maintain a string class (including violins, violas, cello, and basses) in addition to the program here described.

spire the congregational singing of such robust hymns as *Ein' feste Burg* or *Auf, auf, mein Herz*, there is nothing quite so thrilling as a full band with organ. The bands are also put to good use in services where no organ is available, such as outdoor Easter sunrise services and at church picnics. Ensembles, such as brass choir, flute, trumpet, or string trio, occasionally furnish special music for services, sometimes in conjunction with the choir.³ Brass ensembles have also been used in a tradition of the German *Posaunenchor*, that of welcoming the worshipers coming to church by the playing of chorales from the belfry.

Interschool instrumental activities always arouse the most excitement and anticipation among the young musicians. "Traveling" becomes an adventure, though it be only to the school a mile or two away. Meeting and playing together with strangers is fun, and shyness evaporates quickly in the face of common interest and activity. Individuals and groups promptly take each other's musical measure, and an unplanned, yet inevitable feeling of competition arises. Best of all, there is the thrill of playing in a large, often more complete or balanced group. All this is, of course, excellent for building group morale and enthusiasm.

A common practice in the past few years has been the combining of two

bands to present a spring concert. Performances are given on successive nights of a weekend at each of the schools involved. Almost half of the selections on the program are by soloists or ensembles, thus reducing the preparation demands upon the groups and making for a more varied program. All band selections are performed by the entire group en masse. This avoids the appearance of a competitive event.

The idea of combining bands will be expanded this year with the inauguration of a parochial school band festival in which all seven of the bands of Cleveland's West Side will participate. Each school will present two selections: one by its band and one by a soloist or ensemble. Five selections by the combined bands will form the final section of the program.

A Cleveland Lutheran elementary schools concert is presented annually, in which all the school choirs of the city participate. For this program an "all-star" band of about 30 pieces is selected. Only the most advanced pupils in each school band are included. This group plays several selections alone and accompanies the combined choirs in the closing number.

LITERATURE

In the elementary school two factors further limit the restricted scope of literature for band: the ability of the players and the demands of instrumentation. The situation is alleviated by the multitude of arrangements now being published specifically for elementary and junior high school bands. Although more than

³ For more information on the use of instrumental music in the service see Donald K. Taebel, "The Trumpet Shall Sound," LUTHERAN EDUCATION, XCV (April 1960), 406.

a few of these are of little musical worth, careful examination and selection can provide a band with the major portions of a good library. The pupil can thus gain a meaningful introduction to, or further acquaintance with, the likes of Mozart, Wagner, and Tchaikowsky, even though the works are invariably abridged and simplified. The libraries of each of the Cleveland bands include some of these excerpts from overtures, preludes, symphonies, etc. The classic marches of Sousa, Fillmore, and Goldman are likewise represented. Many of these works are simply, yet skillfully and tastefully arranged and sound well even when ability and instrumentation are severely limited.

Unfortunately, selection is more limited when it comes to sacred music, and one is almost forced to resort to transcriptions. Four-part transcriptions from *The Lutheran Hymnal* are easily written; in some groups children have been taught to transcribe their own parts.⁴ Much choral or organ music, particularly that of Bach, also lends itself readily to transcription and, provided no in-

fringement of copyright laws is involved, offers an excellent source of material.

A third type of music, also available now in variety and quantity, includes the popular-, novelty-, and folk-tune. Although often lacking in intrinsic musical value, these arrangements have a definite place in the rehearsal and performance schedules of the young band, particularly if chosen with care. More often than not the children regard these as the "most fun," and having fun is certainly legitimate, if not essential, among the objectives of any band.

PURPOSES

The goals this program hopes to achieve are not grandiose, yet form an integral part of the general objectives of the schools involved. Several have already been alluded to, but they will bear repetition in a summary listing:

1. To organize and maintain a functioning instrumental musical organization within a Lutheran elementary school.
2. To provide increased opportunities for development of musical talent in the school.
3. To create and utilize opportunities for service to church and school.
4. To augment and intensify the program of music and music appreciation in the school.
5. To provide opportunity for, and participation in, interschool instrumental activities.
6. To provide a foundation for further music activity in high school, college, community, etc.
7. To provide increased opportunity for recreation and worthwhile use of leisure time.

⁴ The following formula for four-part transcription has been found to be effective for the young band:

melody: flute (8va), 3d clarinet,
1st cornet

alto: 1st clarinet (8va), 2d alto sax,
2d cornet

tenor: 2d clarinet (8va), 1st alto sax,
1st trombone

bass: tenor sax, 2d trombone (tuba
8va. alt.)

Tenor, sax, and tuba parts must be adjusted to the range of the instrument by using the octave of some notes.

How well these objectives are being reached is difficult to ascertain. Frustration and inadequacy are not unknown. But when a choir director declares, "The band members are the backbone of my school choir — they all *read*"; or when a parent proudly reports that Junior on his own is now buying Mozart recordings; or when a young bandsman shows off his medal for a superior rating in the local citywide solo contest; or when the bands and orchestra of Cleveland Lutheran High West welcome a crop of some 30 freshmen each fall — most with at least four year's seasoning; or when one finds among the alumni of these groups many who are now in university bands and orchestras and several who are either teaching or preparing to teach instrumental music — then there are indications that the program is headed in the right direction and that progress is being made.

The following program is listed in order to show the kind of instrumental music available and possible for performance by elementary school groups and soloists. It was presented on April 24, 1959, by the combined bands of Messiah Lutheran School, Fairview Park, Ohio, and St. Mark Lutheran School, Cleveland.

Manhattan Beach — March	Sousa
Clarinet Polka	arr. Hummel
Clarinet Solo	
Gypsy Love Song	Herbert
Baritone and French Horn Duet	
Southern Medley	arr. Gregory
Carnival of Venice	arr. Weber
Trumpet Solo	
Prelude in C# Minor	
Rachmaninoff-Walters	
Concerto Bernardi	Legrenzi
Violin Duet	
Gavotte	Gluck
All Through the Night	Reynolds
INTERMISSION	
Marines' Hymn	arr. Ortone
Gaiety Polka	Hartley
Trombone Solo	
The Three Cubs	Harris
Trumpet Trio	
The Blue Danube	Strauss
Adagio from the Clarinet Concerto	
Mozart	
Clarinet Solo	
The Stars and Stripes Forever	Sousa

The junior high school has become a forcing ground for inappropriate and socially maladjusted attitudes in both boys and girls, laying the basis for hostility to females, on the boys' part, and, on the girls' part, grasping pressure toward marriage combined with contempt for males. — MARGARET MEAD, anthropologist

The men who govern TV cannot have it both ways. They cannot lay claim to fabulous powers in affecting sale of merchandise yet disclaim responsibility for affecting easy attitudes toward violence. — NORMAN COUSINS

THIS HELPED US WE CONSOLIDATED OUR SCHOOLS

After much hard work and persistent prayer, Northwest Lutheran School, a consolidated school supported by the Evangelical Lutheran Church of Saint Michael of Chicago and Zoar Lutheran Church of Elmwood Park, became a reality on July 11, 1960. It was then that the two congregations ratified a constitution which called into being the Northwest Lutheran School Association.

The origin of the consolidation can be traced back to the late summer of 1958, when the pastors and principals of four congregations in the same general area began exploratory work. By November 1958 the chairmen of the local boards of Christian education of the interested congregations were asked to help investigate the possibilities. These men, together with the pastors and principals, formed a committee, elected a chairman and secretary, and set to work. For more than a year this group painstakingly sought out facts and figures concerning the possible amalgamation of the existing schools by contacting the principals of other consolidated schools, consulting literature previously published on the subject, calling in the District Superintendent of Schools for advice, and by thoroughly analyzing the status of the local congregations with regard to possible moral, physical, and financial support of such a venture.

In February 1960 the exploratory committee was informed of the official withdrawal of two of the four congregations involved. One of the two withdrawing congregations felt that it would rather expand its own educational facilities; the other congregation felt that the plan would not be feasible for it at that time. Immediately the remaining two congregations set to work making plans for the consolidated school that opened its doors in September 1960.

Circumstances which motivated the action of the two remaining congregations to proceed with the idea of consolidation were both universal and unique. Both congregations, located about two miles apart, serve communities in which no large influx of elementary school children is expected in the near future. Both were operating small schools of three rooms. There was duplication of effort in the sense that the two schools were enrolling children from the same areas.

In addition to these facts, the one congregation was operating a school in an inadequate building, and a great deal of pressure was brought to bear on it by the city of Chicago since the tragic fire of the Our Lady of the Angels Catholic Elementary School. This Lutheran congregation was faced with three possible courses: close the school entirely, expend a large sum of money to remodel and thus comply with the new code, or build. Since a debt remained on the new church, dedicated in 1956, consolidation was the answer.

During all the talk of consolidation the other congregation was in the process of building a new church, a combination gymnasium-auditorium, and remodeling the old church-school building. Obviously here were facilities for housing the proposed consolidated school. Six classrooms could be made available. To build another building centrally located and away from both congregations at this time was out of the question.

And so the work toward consolidation proceeded. A constitution was formulated establishing the Northwest Lutheran School Association and providing for a consolidated school board consisting of six laymen, two pastors, and two male teachers who were charged with carrying out the will of the two congregations in the administration of the school. The board, deriving its authority from the member congregations, has the right to call or engage teachers, to acquire, hold, or dispose of equipment, and to engage in such other activities as may be necessary.

Contributions toward the consolidation made initially by each congregation were inventoried, and these are on file with the association.

The cost of operating the consolidated school for the first year is shared equally by the two congregations. (Both congregations have approximately the same communicant membership and send about the same number of children to the school.) The cost of items which also are expenses of Zoar, such as gas, electricity, heat, water, janitorial service, supplies, and the like, are split as follows: 80% is paid by the consolidation and 20% by Zoar Congregation. The proportion of 80%—20% was derived from a careful study of the estimated time use of the plant per week.

With the above-mentioned financial agreement, a budget which included teachers' salaries, an initial expense item for the unification of textbooks, supplies, etc., and free transportation for the children, seemed to indicate that the consolidation might cost each congregation somewhat less than it would if each congregation maintained its own school. The association receives \$1,100 a month from each congregation, and to date it would appear that the original budget will be met at the end of the first year of operation.

The original estimated enrollment of 138 children assumed (1) that all parents of school children enrolled in the two separate schools would send their children to the consolidated school in September 1960 in spite of the fact that more time would have to be spent by children using the bus to and from school, and (2) that the kindergarten enrollment would be average or less than average in size. The association is now operating a five-room school with an enrollment of 155 children. Applications for admission for next year are already on file.

Teachers in the school are assigned to the congregations in the calls or contracts. Services by the teachers to each of the congregations for the first year remain the same as last year.

All things considered, Northwest Lutheran School has been singularly blessed by God. This has been evident from the very outset, and although many mistakes have been made, it is expected that He will continue to grant His blessing, as He has promised, to those Christians who are keenly interested in this project of bringing the lambs of His fold to Jesus by means of our new consolidated school.

ERNEST R. EBERT
Northwest Lutheran School
Elmwood Park, Illinois

WE HELD SUMMER SESSIONS

A basic concern of St. John's Lutheran Church, Staten Island, N. Y., has been proper utilization of the time and talent of her teachers and the use of her buildings to justify the expenditures incurred in construction. As a result a "Summer School Enrichment Program" was conducted during the summer of 1960 and is planned for the summer of 1961.

Objectives

1. To meet the individual needs of the advanced child and to help the slow learner overcome difficulty in various areas.
2. To afford an opportunity for an advanced pupil to progress at a rate commensurate with his ability.
3. To provide a program which will better prepare the child for the grade he is about to enter.
4. To give the child an opportunity to work at his own rate of speed and comprehension by providing individual attention and small group work.
5. To set up challenging experiences which will motivate the child to strive for greater achievement and higher academic goals.
6. In the future to see this summer session as a mission agency and further extension of God's command to "... train up a child in the way he should go."

Curriculum

A core curriculum was used which took into account the varying abilities of the children in attendance. Opportunity was given for individual attention and small group work. The child was allowed to move at his own pace, making progress in accordance with his ability.

Date

The summer session lasted five weeks, beginning July 5 and ending Aug. 5. Final registration was on June 27.

Sessions

The session began at 9 A. M. and continued until 11:45 A. M. The class day was divided into two periods, the first period extending from 9 A. M. to 10:15 A. M.; the second extending from 10:30 A. M. to 11:45 A. M. A 15-minute recess was taken from 10:15 A. M. to 10:30 A. M.

Grades

The pupils involved were taken from grade levels five through eight.

Transportation

Transportation was not the obligation of the school; it was the responsibility of the parents of the children involved. All students eligible for a summer session were expected to be capable of using public transportation if necessary.

Tuition

Tuition was \$45 per child for the full term.

Subject Matter

Areas of concentration were reading, English, literature, and mathematics. Since these seem to be of prime importance, their influence will be reflected in all other areas of the curriculum.

Class Size

In order to achieve maximum efficiency and to achieve the desired results of the summer session, class size was limited to 15 pupils a room.

Acceptance of Students

Acceptance from the surrounding community was considered only if the classrooms were not filled by children who attended the school during the regular session.

Testing

Students were placed on the basis of their achievement as it was indicated by the Sequential Tests of Educational Progress and the Iowa Test of Basic Skills. Initial testing was required only for those students who did not attend St. John's during the regular school year. Achievement tests were given at the end of the summer term to determine the actual progress of the students and to determine the value of the program.

Marking

No formal report cards were issued; however, a notation was made on the students' record, and a progress report was sent to the parents and to the pupil's teacher for the coming school year.

Anyone interested in more information may write to:

Roger Rappe, Director
Summer School
St. John's Lutheran School
663 Manor Road
Staten Island 14, N. Y.

NORBERT H. LEESEBERG
St. John's Lutheran School
Staten Island, New York

WE HAD A CONFERENCE

A kindergarten is, you know,
A place where little children grow.

At no other time in a person's life is there so much growth as there is during these kindergarten years. Understanding this growth and development is of the utmost importance to a kindergarten teacher. Unfortunately specific problems of growth in all areas of the *little* child's life and other problems peculiar to the kindergarten could not always be considered in conference topics and discussions. Because of this omission we kindergarten teachers of the South Wisconsin District decided to do something about it.

For the past nine years we have had a special kindergarten "get-together" in the spring of the year. By meeting at a different school each year we are enlightened by getting to see a variety of kindergarten rooms and equipment. The "hostess kindergarten teacher" usually chooses the topic for discussion, but sometimes suggestions pile up for several years' meetings in advance. Everyone enters wholeheartedly into the discussions which follow a short presentation of the topic of the day. The problems are our problems, and we are there to find the best possible solutions to them.

A great variety of areas have been explored. Examples of topics used in the past are:

1. Evaluating our kindergartens (in order to set up standards).
2. Kindergarten discipline.
3. Kindergarten rhythms and games.
4. Correlating other subjects with the Bible story.
5. Kindergarten stories, finger plays, and poems.
6. Handwork and art through the year—with samples brought in by each teacher.
7. Science in the kindergarten.
8. Field trips.
9. Programs put on by little children.
10. What the first-grade teacher can expect the kindergarten teacher to teach.

In the future we hope to have a workshop type meeting using "throw-away and waste materials."

We ask the pastor of the host school for a short devotion, and then we begin our meeting at about 1 o'clock on a Saturday afternoon. We concentrate on the subject at hand until about 3:30, and after that an informal touch is added by having refreshments served by kindergarten mothers. We all go home full of new ideas or of old ones served up in new dressing.

If you haven't tried this idea, kindergarten teachers, by all means try it. You'll be glad you did!

MRS. ROSE ROLOFF
Mount Olive Lutheran Church
Milwaukee, Wis.

Let's Stop Wasting Human Resources

HERMAN L. GLAESS *

Another school year will soon be over. Plans for the next term will soon be made both by experienced and by beginning teachers. Various other duties or jobs will be undertaken, and during this time the church will continue to serve and be served, for our heavenly Father continues to bless His followers as He has promised. But this appearance of serenity is deceptive, for in the background we continue to hear the voices of educators who question not only today's educational accomplishments but also the very future of education. Meanwhile the church bemoans the shortage of workers and complains that the spiritual needs of the people are greater than ever.

The Lutheran male teacher is called into the work of the church as a servant of the Lord who is willing and able to lead souls closer to their Savior through the media which Christ saw fit to bestow upon His church. Furthermore, the called teacher has been trained to use his God-given talents in tireless efforts to bring redeemed sinners closer to a full realization of the love that God has shown to His people. In this era of materialism there is no higher calling or more exacting and trying profession than that of a full-time servant in the kingdom of God. There is no *finis* to this work of love. Ministers, both teaching and preaching, should be fully aware of this before entering the profession; this philosophy must be accepted by all who are in God's full-time service.

We must assume that Lutheran day school teachers are now willing to give their full attention to the cause of the Lord, who has called them. It is further assumed that as time and talents are available, the called teaching minister is anxious to serve wherever his efforts will benefit the cause. His concern will not be limited only to the things of the school, for he must work in the entire program of the congregation.

Teachers are in a position where they must, through constant study and effort, re-evaluate the school's curriculum and its goals and then determine the most effective method of reaching such objectives. Educational thought is undergoing constant scrutiny because of increased demands upon citizens in the world of today. To follow every whim of educational theory that passes across the horizon is folly. However, conscientious educators must constantly read, study, and make intelligent deductions and thus keep abreast of current educational techniques which may lead to necessary improvement. A decision to maintain the *status quo* may possibly be the studied conclusion, but at least there should be intelligent reasoning for such a position. We are, in effect, saying that there is more than ample opportunity for service to the church beyond the limits of the school year.

Further, in most congregations the

* Teacher and principal of St. Peter Lutheran School, East Detroit, Mich.

service of Christian education on the adult level has scarcely been touched. Teachers are in a position to assist or carry this program to heights seldom realized. Granted, it takes time, effort, and study. There is no end to the planning and work involved, but isn't this the duty of full-time workers? Wasn't it their plan when they entered the work of the church?

How about the recreational program for the children of the community and church? Do we believe that properly supervised activity can influence for good? Once more, this takes time, interest, and effort. It means that the lucrative secular summer job must be dropped. Vacations may be curtailed.

Some congregations are fostering summer schools for pupils who have not been able to comprehend or complete the work during the regular year; others are extending the vacation Bible school to more than two or three weeks. Camps are being instituted under the guidance of Christian leaders in an effort to bring more people closer to Christ.

Let it be emphasized again, there is no end to the things that can and should be undertaken for the Lord. There is no time for halfhearted service or part-year work in His kingdom. Christ expects and deserves every effort from those who earn their livelihood while carrying the banner of Christ. There is neither time nor place for called servants to loaf while the work cries loudly for their attention.

Let us again reiterate the assumption that teaching ministers are able and willing to labor as full-time serv-

ants in a church that has for over a century seen the value and need of thorough Christian education. If this fact is true, why then are so many of our dedicated teachers spending summers, weekends, nights, and periodic vacations working in fields unrelated to their direct calling? This, of course, becomes another problem and one involving more than the attitude of the teacher.

Many congregations are satisfied and happy when their ministers accept such jobs, because it saves on the home budget, or so it appears. Members' thoughts may include the question, "Why should we, or must we, pay them a living wage if they can make ends meet by holding down two or more jobs?" Such part-time work indicates that teaching is not of necessity a full-time occupation. Under these conditions we should be concerned over the utter wastefulness connected with this type of attitude and practice. Would anyone be satisfied to find a doctor pumping gas while an epidemic raged through the community? Would any congregation hire a layman to preach for them on a warm summer day while an able pastor delivered milk? This sounds preposterous. Yet congregations will allow the called ministers of education, yes, through inadequate salaries even compel them, to seek secular employment. In the meantime souls are not won or courses of instruction improved. Congregations would do well to tap this supply of human resources and increase the budget accordingly. But who should make the first move?

Possibly the called personnel involved could, through repeated and

pointed logic, convince congregations that they cannot afford to be without the full-time services of all their ministers. The desired outcome is worth the effort and possible initial sacrifice involved. The teacher, because he has a more realistic view of the situation, might make the first overture toward such practice. If the congregation cannot be persuaded by rhetoric, then possibly they can be convinced after a summer of church-related activity on the part of the teacher.

A third problem arises. This is the attitude of the shepherd (preaching minister) toward the entire flock. To make full-time service on the part of all church workers completely effective, pastors must agree that the church's program can be improved. They must see the value of accepting their co-workers as people who are willing and able to further the entire program of the congregation. They must be willing to accept assistance

in planning, sharing, and improving the services which are offered to the congregation and community. Since not everyone is willing to delegate responsibility, it is likely that in some cases there will be a need for a philosophy similar to John the Baptist's when he said, "He must increase, but I must decrease" (John 3:30). What true servant of the Lord is not willing to follow such an example?

It is assumed that through prayer, deliberation, planning, and rededication, the problem of wasted human resources can be overcome. This should be the goal of every minister as he busies himself striving for the objectives for which congregations were founded. There is no need for teachers ever to say, "What is there for me to do?" If they will offer themselves for full-time work they shall be blessed by a gracious Lord, who blesses beyond what we are able to measure.

There are many formulas for success. This one is taken from the *Atlantic Coast Line News*.

Give your job all you've got, and treat your work as if it were the most important of all.

Be honest and dependable and polite.

Put service to others first even when it's not convenient.

Be co-operative, with a smile and a willing way.

Make no promises that you won't keep to the letter.

Accept responsibilities; don't duck them.

If anything ought to be done, and can be done, do it now.

If you need an answer you don't know, don't hesitate to ask someone who can help you.

Seize every opportunity to increase your knowledge and brain power, and to increase your skills.

Don't let setbacks discourage you. Don't be impatient. If your enthusiasm lags, pretend you have it anyway, and it will come back.

If you value your time, value your extra effort more, and the value of your time will increase.

Keep your body fit, your mind active, and your spirit right; and you'll come out on top.

Sex Education Programs in Our Schools?

MRS. C. PHILIP WAGNER *

In former times most schools took no part in teaching children anything about sex. Frequently there was a taboo which forbade even the mention of it in the privacy of homes. Children were hushed, sometimes even punished, for asking perfectly innocent and natural questions. When the process of maturation came upon such children, they thought they were being punished for their sins and, in some cases, avoided telling their parents about it. As a result, ignorance, superstition, repression, and inhibitions were carried into adulthood. This was in an age when sex was all wrong and no one talked about it. Here was an unacceptable attitude breeding an intolerable situation.

As a result of this state of affairs, however, the task of imparting sex information to the young fell into the hands of the schools, for school authorities thought that the homes were defaulting on their task. In our day neither school nor home generally *depends* upon the other to teach any part of the sex story. This obviously haphazard system (or lack of it) causes a mixture of duplication and blind spots as well as conflict between the home and the school. The result is confusion for the child and, possibly, destruction of moral standards.

Today's Americans are described as knowing everything about sex, but nothing about love. Howard Whitman, a well-known writer on sociological subjects, says in *This Week* magazine of Oct. 25, 1959: "Sex has been freed from its Victorian prison, but in

the name of freedom we have destroyed old standards." These standards hold that modesty is a virtue, chastity is a goal, propriety is proper, and restraints are necessary. In other words, these standards maintain that sex is God's plan of procreation and must be used according to His rules. Modern sex freedom has brought in its wake some shocking results. Whitman's article discloses that only 21 per cent of the students polled at two leading colleges disapproved of sex relations before marriage. Mrs. Walter Ferguson, a newspaper writer, says in the *Rocky Mountain News* of Oct. 27, 1959, "Is it not true that we have witnessed a moral decline since we began open discussion of sex in publications and classrooms?" She writes further, "Sex is sacred because it has to do with reproduction, and like other intimacies of the body, merits some privacy." In the May 22, 1959, issue of the same paper Billy Graham maintains that Americans have become absorbed and obsessed with sex. These statements from various authors appear in an age when the general attitude is that nothing can be wrong with sex, and everyone talks about it. This, then, is the general situation.

Medical and social scientists are struggling for an answer to this problem. Perhaps a part of the answer can be found in a sharing of the responsibilities between home and school.

* Member of Bethlehem Lutheran Church, Lakewood, Colo.

This sharing may be organized; certainly it should be co-operative. *At any rate, it should be a program which is basically an effort of the church and the school and which will assist parents to impart the more intimate facts of sex to their children.* In order to be of greater assistance, the school should conduct a testing and counseling program designed to detect and to help any home-neglected child. Basically, the program is a modification of the roles of home and school.

The idea upon which this program is based is that sex is right and good *when used according to God's rules*, and that any violation of God's will that it be reserved for marital privileges will result in harm to the individual and society in general. God's declarations pertaining to sex are specific. However, continuous portrayals of sex deviations in literature and drama, and on radio and television, tend to break down reserve. People tend to persuade themselves that violations of laws pertaining to sex are part of the American way of life and a degree of conformity is not a major infringement of God's laws. Sex education must not countenance degrees of permissiveness.

From the evidence of existing problems the assumption is made that teaching children accurately in the proper terms about the process of reproduction has not solved the problems of attitudes and behavior. Indeed, it is assumed further that even though children are taught accurately, but are taught in the wrong way, place, or time, or by the wrong people, their attitudes and behavior are

affected adversely, and they themselves become worse than they were in the days of ignorance.

How, then, can the privacy and sanctity of sex be preserved? We must develop right attitudes in those who are learning about it. Attitudes in children are determined by a great deal more than what they know. Attitudes are determined by how, when, where, and from whom they learn. Man is a complex being, created in the image of God, with not only a body, but also a mind, will, emotions, and soul. The children of man grow in all of these areas and reach maturity in each of them at different times. A child's physical and mental growth may well be far ahead of his emotional growth. If knowledge that satisfies his mentality is disturbing to his emotions, it is better to withhold the disturbing information until both his mentality and his emotions are more mature. Yet an authority of note, the Joint Committee on Health Problems in Education of the NEA and AMA, suggests that seven- and eight-year-olds be told of human reproduction in detail, including the adult physical relationship of conjugal love. However, how can young children understand the spiritual, mental, and emotional attractions that accompany the physical attraction of a husband and wife in love? To them a vivid word picture of an adult physical relationship which is starkly separated from the other aspects of a relationship equally incomprehensible to them is crude, shocking, revolting, and completely unrealistic. *Timing* in learning about an emotionally involved matter is very important.

Religious convictions tell us that the sanctity of sex has to be guarded jealously, so that its use is limited to the divine purposes for which it was intended. These purposes involve the stability of the home, whose security must be guaranteed for many years so that children may be reared. If knowledge about sex can be restricted as closely as possible to the place of the God-set limitations of its practice, then the sanctity of sex and the chastity of individuals can be just that much better preserved. *Where* we teach children is also important.

If children are taught in a private way about intimate facts of maturation, they will conclude that there is something private about it. Their modesty is preserved, and we have avoided the promotion of unnecessary familiarity between the sexes. As Abigail Van Buren so aptly puts it in *Dear Teen-Ager*, "Familiarity breeds attempt." *How* this information is imparted, then, is important.

Children form strong emotional ties with anyone who helps them over the rough spots of life. Learning about sex is one of the roughest spots. If a teacher or pastor instructs a group of young people about sex in an impersonal manner, what chance has any child to form the emotional tie so vital to a stable relationship to which he can come back for answers to his new problem? Sometimes he can, but more often the child must go on to the next grade or to the next school and try to form new ties with strangers. On the other hand, when parents fulfill this important need of their chil-

dren, they are forming a firm foundation for discussion, evaluation, the building of positive attitudes and trust — all of which are necessary for the emotional stability of children and the gradual transfer from dependence to independence. *From whom* children learn about sex is important.

There are conscientious parents who recognize the values of home training in intimate matters and accept their responsibility. Authorities in charge of sex education in the schools have determined that certain ages are best for children to learn about their own development. In order for conscientious parents to "jump the gun" on the schools, they are forced to teach their children at an earlier, less acceptable age. This conflict between home and school is a detriment to children. Programs in Lutheran schools should promote a working relationship between home and school.

Lutheran schools have an advantage in dealing with educational problems, and this advantage should not be neglected. They may say to their children, "God has fashioned all of creation, and He has given His creatures rules by which they can live. We are complying with His good purposes for us when we abide by His rules, and only good can come to us by so doing." Allowing God His rightful spot in the picture gives all Christian schools an authority and direction that are indispensable in teaching children. Sex education is *not* an exception.

A MEMO FROM MO

May 1, 1961

DEAR CYNTHIA:

Because attendance laws chain children to the classroom until they are deep into their teens, the elementary school graduation ceremony has become an anachronism. And to call the ceremony a "commencement" only compounds the incongruity. About the only thing the graduate will commence is more of the same come next fall.

To catch up with reality, some communities are allowing the elementary school graduation to go the way of the horse and buggy, the prairie schooner, and the clipper ship. This happened recently in a large Midwestern city, where both the public and Roman Catholic powers-that-be abolished all eighth-grade graduation ceremonies. There were a few grumbles, but by and large most people agreed that the action was long overdue.

Interestingly enough, the Lutheran schools in this community did not abolish their graduations. When pressed to give reasons for their failure to go along with the majority, some school leaders noted that for many of the graduates the end of elementary school meant the end of full-time Christian education. The event labeled "graduation," therefore, still had a special significance. It actually did mark the end of one kind of life and the commencement of another.

The point is probably a good one, though not necessarily conclusive. Be that as it may, the fact remains that most Lutheran elementary schools will continue to have graduations. And so long as they do, principals, teachers, and pupils are going to have to lay plans for appropriate ceremonies.

Just what constitutes an *appropriate* ceremony may be debatable. For my part, I'd like to argue that it most certainly should involve some kind of worship service, celebrated, of course, in the church. I've never quite been able to figure out why a Lutheran school graduating class should be sent on its way in any other way. If the event is a milestone in the Christian's pilgrimage, what better place to mark it than in the shadow of the altar?

Since most graduations take place in the evening, the order of vespers readily lends itself to the occasion. It can be followed almost as is, inserting immediately after the sermon items such as the class anthem or hymn, the salutatory, the presentation of the class and the awarding of diplomas, and the valedictory. With just a bit of preparation, these items will do nothing to distract from the dignity of the service. Incidentally, if the confirmation robes are still available, why not use them also here?

As for the lighter side of graduation, this can easily be worked into a short program and reception in the church assembly hall after the service. Here the class master of ceremonies can present those who will deliver the inevitable prophecy and will act out the home-grown skit, sing the latest popular song, or present the class gift to the school. Here, too, the punch and cookies and cake can be served, perhaps by this year's seventh-graders. Assuming an 8 P. M. start for the service, the last punch bowl should be washed, dried, and put back in its place by 9:45 or 10:00 at the latest.

Now, Cynthia, I know that your school will graduate an eighth grade this year. And I also know that last year your graduates did not experience the joy of worshipping together on their big night. I dare you to try my plan this year.

Challengingly yours,

MO

LUTHERAN EDUCATION ASSOCIATION

News of the workings of the LEA, an association of Lutheran educators devoted to the advancement of Christian education through:

LEADERSHIP

SERVICE

PROMOTION

RESEARCH

NEW HIGH REACHED

LEA entered March like a lion, with a new high in membership of 2,499 teachers, pastors, students, and laymen. The diversity in interests that LEA attempts to meet in its published materials should remind us that LEA is for ALL.

The various efforts toward promoting and improving business organization, as well as the effort and enthusiasm of key representatives throughout the country, have certainly been successful. You, however, are encouraged to discuss membership with your new teachers, your pastors, and your board members to raise this figure to the very top.

Paradoxically, we don't want to grow just to get bigger. But size does accomplish several things:

1. It brings helpful ideas, stimulating thoughts, and guiding principles to more people.
2. It supports research in the field of Christian education.
3. It gives organization, purpose, and outlet for the collective creativity of Lutheran educators.

STUDENT CHAPTERS

An exploration into a relatively new and untried area was experimented with this year with an approach to the prospective teacher. Each of the teacher training institutions of Synod

was contacted and asked to initiate a student chapter at the respective schools. A reduced rate was offered as an incentive to introduce the student to the organization at an early date. The outcome was very encouraging, and it is hoped that the program can be developed more in the future. The faculty sponsors at this time are:

Dr. Arvin Hahn, River Forest
Prof. Erich von Fange, Edmonton
Prof. Arnold Erxleben, Seward
Prof. Les Bayer, Austin
Prof. Eldor Sieving, Winfield

ELECTION CHANGES

A. E. Christian, chairman of the elections committee, has suggested certain changes to the executive board regarding elections that might improve the over-all operation of the LEA. In general, the committee suggests that we maintain a smaller executive board, have somewhat longer and staggered terms of office, and conduct the election so that a wider area will be served. This is being taken under advisement.

NEW OFFICES

The nerve center of LEA is being relocated in a new office area at CTC, River Forest, Ill. The board felt the need for additional floor space and a more central and accessible location to improve the services which it now

offers. You are invited to inspect the new premises on your next visit to the college.

CONVENTION — PAST AND FUTURE

By this time you have received your convention report. It makes a worthy topic for study at a faculty meeting. Why not try it?

Now is the time to plan the attendance of your staff and PTL representatives for the next convention. The meager representation of teachers in the past leaves much to be desired. An active summer of professional growth and relaxation includes a trip to the convention.

A district representative workshop

has been proposed to precede the 1961 convention. A steering committee, composed of Messrs. Kuehm, Reinke, and Behnken, will discuss the goals and objectives of this idea.

BARBERSHOP SUGGESTION

In a little barbershop hung a sign that read: "If you are satisfied, tell others; if not, tell us." The moral of this little slogan can remind many of us of a responsibility of membership that is ours. The best advertisements are those that are worn and displayed. By all means write your suggestions and comments to your board or to your editorial committee!

HERBERT A. GREISING

FITLY SPOKEN

- When an optimist finds a worm in an apple he goes fishing.
- Men fall in love with women who ask questions they can answer.
- Marriage is a fine old institution, but all of the personnel do not live up to its traditions.
- Some men work much harder making fools of themselves than they will making successes of themselves.
- An optimist is a person who thinks that when his shoes wear out he will be back on his feet. — *Banking*
- Happy are those who measure happiness by how much they give, not by how much they get.
- Thinking well is wise; planning well wiser; doing well wisest and best of all. — *Persian Proverb*
- It should be our constant aim in life to refrain from going off half-cocked.
- In a free country there's a heap more complaint than suffering. In a dictatorship there's a heap of suffering and no complaint. — ALVIN C. YORK
- To be traduced by ignorant tongues is the rough brake that virtue must go through. — SHAKESPEARE
- Happy are they who can hear their detractions and can put them to mending. — SHAKESPEARE
- He who pulls a rabbit out of a hat is hailed as a magician, while he who lets the cat out of the bag is denounced as a fool.
- The darkest night the world has ever known did not put out the stars.
- We get the consequences of our acts; whether they are rewards or punishments is up to us.
- A bit of fragrance always clings to the hand that gives you roses.
Chinese Proverb

Current Books and Periodicals

The editorial group does not propose to abstract or review, but merely to supply descriptive notes which will aid teachers in selecting materials to meet their particular problems, needs, and interests.

Listing of a title does not constitute unqualified endorsement.

The prices listed are the current list prices.

BOOKS

EDUCATION

RELIGIOUS EDUCATION: A COMPREHENSIVE SURVEY. Marvin J. Taylor, ed. Nashville, Tenn.: Abingdon Press, 1960. 446 pages. \$6.50.

Thirty-seven educators contributed to this book, which surveys the growing field of religious education. Dr. Marvin Taylor, University of Pittsburgh professor, chose each of the writers as a specialist in the particular area assigned.

The volume is arranged in four major parts. Part I, entitled "Principles of Religious Education," serves as a basic introduction to the field, and its eight chapters deal with the history, philosophy, and psychology of religious education. This section also has a chapter on "Public Education and the Teaching of Religion." Part II is the largest of the four sections, and it discusses programs, materials, and methods in religious education. Children's work, youth work, adult education, and the place of the home are some of the chapter topics in this part. Part III, "Administration of Religious Education," takes up matters of educational personnel, facilities, and institutions. Part IV gives some historical and statistical data on state, national, and world councils of religious education. Curiously, this section also includes a chapter each on Jewish and Roman Catholic religious education.

Lutheran educators may be disappointed to note that only one ten-page chapter is devoted to the Christian elementary school, in which the Missouri Synod's school system is described together with all "Protestant full-time weekday schools."

A selected bibliography is given at the close of each chapter, and the editor provides an additional bibliography at the close of the book. There is also a brief biographical sketch of each contributor just preceding a fairly detailed index of topics.

A book billed as a survey admits the intention of broadening rather than deepening a reader's understanding of a field. This volume does offer a broad, although in places shallow, study of the vast field of religious education. The reviewer used portions of this book as required reading for a graduate course entitled "History and Philosophy of Religious Education," and would encourage this volume's inclusion in a faculty or school library for the comprehensive reference material which it offers the worker in religious education.

W. M. WANGERIN

Concordia Teachers College
River Forest, Ill.

EARLY ELEMENTARY EDUCATION. By Myrtle M. Imhoff. New York: Appleton-Century-Crofts, 1959. 371 pages. \$5.00.

Research on the development of young children indicates that the early years have considerable influence on all subsequent living and achievement. Building readiness for learning, therefore, becomes an important task for the teacher, for the first school years are pivotal because they shape the child's attitude toward co-operative behavior and toward learning in school.

In his preschool years the child's learning

was, for the most part, individual. In school, however, he is expected to learn from others and to share his learning with them. The kindergarten program should mold attitudes based upon opportunities for children to observe at first hand the many things that influence their daily lives.

Since the kindergarten teacher plays a significant role in the total elementary school program, this book acquaints the teacher with some of the best present-day thinking regarding procedures and objectives in the kindergarten and presents well-planned, child-centered programs of study which are flexible enough to meet the interruptions of the day.

Through sound beginnings nursery schools and kindergartens have won recognition as important units of elementary education and as the foundation of the American public school system. In this book efforts are directed toward creating a better understanding of early childhood education and its values for children.

The illustrated outline of programs at the nursery school, kindergarten, and primary levels is general in nature. It gives a basic understanding of the continuity and variations of the different phases of the whole early elementary program. The chapter on curriculum further develops and illustrates the nursery school, kindergarten, and primary programs individually.

Included in this book are carefully selected references for further study, a general bibliography, suggested audio-visual aids, report forms, references to films and filmstrips, supplementary materials, and a student's outline of early public elementary education.

The content was planned especially for undergraduate students and for teachers interested in early elementary education; however, it will also profit any group, professional or lay, in evaluating early education or planning for it.

To all who live with young children at home or at school and who wish to do it more effectively this book is wholeheartedly recommended.

EVELYN L. PECK
Grace Lutheran School
River Forest, Ill.

MODERN SECONDARY EDUCATION.

By W. M. Alexander and J. G. Saylor.
New York: Rinehart & Company, 1959.
765 pages. \$6.50.

Modern Secondary Education is a revision of a former text by the same authors. Two chapters have been added to consider the criticism of the secondary school programs which have developed since Sputnik I, but neither of these chapters really comes to grips with these criticisms.

The comprehensiveness of this book recommends it as a text for some professional training course which would be the only contact the student would have with the secondary school. A brief look at secondary education in Europe in chapters 7 and 8 helps the reader to understand the uniqueness of the American system. Sufficient history of the American high school is presented to show why it developed into the institution it is. The curriculum is presented clearly and in considerable detail. Brief sections are also devoted to administration, guidance, and teaching methods.

In the opinion of this reviewer this book will provide a good picture of the American high school and its problems to anyone having the fortitude to plow through its 765 pages.

M. J. DUMLER
Concordia Teachers College
River Forest, Ill.

TEACHING THE YOUNG CHILD. By Lillian Logan. Boston: Houghton Mifflin Company, 1960. 449 pages. \$6.00.

Teaching the Young Child was written primarily for students preparing to teach in nursery schools, kindergartens, and the primary grades. It was written, too, for experienced teachers who are looking for ways of revitalizing and improving practices through a creative approach to teaching. Administrators who are on the lookout for a book that will help improve the quality of teaching through an in-service program in the school will also find this book serviceable. The author is concerned with the "why" and "how" as well as the "what" and the "when."

The book deals with teaching children from two to nine years of age. It considers the total pattern of child development, cur-

riculum, learning, method, and guidance in an integrated structure. Problems, projects, questions, and bibliography appear in each chapter to stimulate discussion and experimentation in the college classroom and in in-service teacher education workshops. The book discusses and illustrates principles essential to success in teaching young children. The incidents are real and vital, and they reflect situations that challenge the teacher's creativity in her day-to-day tasks.

The general content of the book may be divided into four parts. Part I is concerned with the development of the child in the nursery school and the kindergarten. Part II deals with the key task teachers face — that of selecting, organizing, planning, developing, and evaluating learning experiences. Ways of working effectively with parents in evaluation procedures are stressed. Part III deals specifically with curriculum areas. Curriculum areas are examined on the basis of learning experiences appropriate for the different age levels. Part IV is concerned with problems we face in teaching. Discipline in the classroom and problems arising from large classes and crowded quarters are examined and suggestions for possible solutions are presented.

Your reviewer found this book most stimulating and helpful. The book is saturated from beginning to end with valuable information which one needs for reassurance and guidance even though one has been teaching for some time. The author seems to have hit the "happy medium" between the old rigid authoritarian discipline and the permissiveness which let children do almost anything they pleased. The pendulum is swinging toward children being directed, challenged to achieve, and given recognition for achievement. This book offers valuable information needed in guiding our little two- to nine-year-olds to face the challenging future. As Dr. Logan states so beautifully: "Each teacher must find the design for good teaching that best fits the needs of her situation. There is no rule of thumb the teacher can use to solve her problems; however, there are certain basic principles. The warp and woof are the same, but the design is developed differently by the different teach-

ers and by the same teacher as she works with different groups of children. The pattern each child weaves is his own, but on each pattern is the imprint of the teacher."

Dr. Logan's book will not only enrich the literature of nursery and primary education but also help to strengthen the early childhood education program. Both pre-service and in-service teachers can profit much from reading this book.

LOIS LOHMAN

St. John Lutheran School
Forest Park, Ill.

**ADMINISTRATIVE RELATIONSHIPS:
A CASEBOOK.** By Jack A. Culbertson,
Paul B. Jacobson, and Theodore L.
Reller. Englewood Cliffs, N. J.: Pren-
tice Hall, 1960. 517 pages. \$6.75.

As suggested in the title, the book has a unique approach to the study of school administration. The educator who wants ready-made answers to his administrative problems had better look elsewhere. However, the educator who wishes to broaden his outlook might well read these varied cases of administrative relationships. In the words of the editor of the Prentice-Hall Education Series, the book is designed to "help the administrator advance from educational leadership to educational statesmanship."

Although the case method has been used in other fields of study, particularly law and medicine, it is rather new in educational administration. The authors recognize this; but they feel that since the major function of school administration is providing a philosophy of education for the community and solving long-range problems rather than ordering supplies and making out transfers, a review of significant cases in educational administration will help the administrator to gain a broader outlook.

In content the book is divided into three parts. Part I presents the Valley City Consolidation Issue in great detail. This is actually a study of conflicts. It details the administrative behavior of Superintendent Benson. Then the administrative behavior of the superintendent is analyzed on the basis of the disciplines of education, political

science, psychology, and sociology. Emphasis in the analysis is placed upon decision making and problems of human relations. In reading this case and the analysis, the Lutheran school administrator cannot help frequently placing himself in the position of Superintendent Benson. The various publics with whom the Lutheran school administrator works and the related human relations functions are different from those of Superintendent Benson. However, it takes but little imagination to transfer the experiences of the case presented in this book to Lutheran school administration.

Part II of this book, the major section, presents 16 cases of school administration. At first glance the titles of these cases seem to leave the Lutheran administrator rather cold. However, after a study of these cases, it becomes evident that the situations presented are often similar to those encountered in parish school administration. Emphasis in these cases, as in part one of the book, is

placed upon decision making and solving problems of human relations.

In Part III the authors take the concepts of administration which are used in the case studies and show how they can best be used for better human relations. The concepts discussed are: communicating, building morale, administering change, and decision making.

As indicated in the first paragraph of this review, this is not a textbook to cover the detailed facets of school administration. Certainly it could not be termed a handbook for Lutheran school administration. The Lutheran school administrator who is concerned primarily with the details of administration will not benefit from this book, but he who is conscious of human relations and must concern himself with decision making will find this volume worthwhile.

ARTHUR E. CHRISTIAN
St. John Lutheran School
Elgin, Ill.

The weakness of a free society is the fact that so few of its people understand it. Far too many have the notion that to be free means to be unrestrained. To them it means freedom to deceive, freedom to exploit, freedom to malign, freedom to steal (politely), freedom to lie (for a profit), freedom to avoid civic duty, freedom to discard moral values. Freedom, in short, to do as you please so long as you keep out of jail.

Few of those who hold this conception of freedom use all these forms of free expression. Some use one and some another — but all together gnaw away at the structure that makes true freedom possible.

Our earliest ancestors, who came to this wild land to escape the punitive restraints of monarchial society, knew that to find a durable free order here they must first of all assume voluntary restraints.

They regarded it as every free man's privilege to serve the community.

They were convinced that no free economy stood a chance of survival whose people felt no burning sense of responsibility to sacrifice as needed to maintain it. Freedom, in their language, meant being free to exercise this privilege, to perform civic duties conscientiously, to serve God and one another as conditions might require. They did not interpret freedom as license to promote the good of any man, themselves included, at the cost of justice to another.

Freedom, in their view, was primarily justice — that gave every man the fullest and fairest opportunity to make the most of whatever was best in his make-up.

Whether or not our freedom will endure depends on which of these views predominates among our people at this crucial moment in their history.

— *Bankers Bulletin*

Books for Children and Teen-Agers

Childhood lasts only a little time, and books are a very important part of childhood; therefore it is essential that those books should be the best.

Anglund, Joan Walsh. **IN A PUMPKIN SHELL**; illus. by the author. Harcourt, 1960. 29 pp.

Grades Pre-1; Ages 3-6 \$2.95

Children will delight in every delicate detail of this ABC book of nursery rhymes and quaint illustrations. Each verse is preceded by a letter of the alphabet which begins a key word of the rhyme. Endearing pictures, many in gently muted colors, make the world of Mother Goose come alive to the discriminating youngster. Poems and pictures combine to make this book a gem — one to read over and over.

Nursery rhymes || Alphabet books

Caudill, Rebecca. **HIGGINS AND THE GREAT BIG SCARE**; illus. by Beth Krush. Holt, 1960. 87 pp.

Grades 2-4; Ages 7-9 \$2.95

Henrietta Cummins has a problem — how to help Higgins, the neighbor's puppy, overcome his "great big scare." Assisted by the Tom Thumbs, her five young friends, Henny tackles the dilemma with perseverance and determination, as the simple but charming pen-and-ink illustrations well show. The down-to-earth plot, complete with breezy details, holds appeal for any young animal lover, and the tomboy heroine presents a fine example for all.

Dogs — Stories

Dietz, David. **ALL ABOUT GREAT MEDICAL DISCOVERIES**; illus. by Ernest K. Barth. Random, 1960. All About Series. 140 pp.

Grades 5-8; Ages 10-14 \$1.95

"More people enjoy good health and live to old age today than at any other time in history. This is the miracle of modern medicine." With this statement the author takes the young reader on an absorbing trip through the wonderful and exciting world of medical history. He shows how great medical discoveries were made, how scien-

tists working in different parts of the world helped one another in their work, and how much still remains to be discovered — perhaps by readers of this book when they grow up. This book will be a valuable addition to any school library, to serve as a reference book for pupils working on science or history reports or to stimulate enthusiasm in young readers about careers in medicine and research. Illustrations help to make this a very attractive book.

616 Medicine — History of

Cleary, Beverly. **THE REAL HOLE**; illus. by Mary Stevens. Morrow, 1960. 30 pp.

Grades K-1; Ages 3-6 \$2.75

Jimmy and Janet are twins. Jimmy likes real things, and Janet likes make-believe. Jimmy wants to dig a real hole, and with his daddy's help does just that. When the hole gets very large, daddy has a wonderful idea and finds a real use for the real hole. Humorous illustrations enhance this story.

Doane, Pelagie. **GOD MADE THE WORLD**; illus. by the author. Lippincott, 1960. 30 pp.

Grades K-1; Ages 3-6 \$2.75

The glories and wonders of God's creation are portrayed in this picture book in terms of the small child's world of nature: "trees with places for birds' nests, grass to run and dream on, the sea for ships to sail on." The beautifully designed illustrations that interpret the text are full of action and imaginative appeal, though the text itself is simple and direct. The book does not go beyond stating God's creative hand in the world; however, it is sure to evoke a response of thankfulness from small children to their Maker.

Gallant, Kathryn. **THE FLUTE PLAYER OF BEPPU**; illus. by Kurt Wiese. Coward, 1960. 45 pp.

Grades 1-4; Ages 6-10 \$2.75

This sensitive tale of a shy Japanese boy, who wants to become a flute player tells about the time he finds a flute, and after much deliberation decides to return it to its

owner. He is rewarded with the promise of flute lessons. Now Sato-san can have his dream fulfilled. A charming story is bolstered with excellent illustrations.

Japan — Stories

Gardner, Martin. *SCIENCE PUZZLERS*; illus. by Anthony Ravielli. Viking, 1960. 128 pp.

Grades 6–9; Ages 11–13 \$2.00

This book should be a perfect delight to all children who are intrigued by magicians, illusions, number puzzles, and tricks of all sorts. The 100 science puzzlers are well arranged into 18 categories ranging from astronomy to static electricity. Most of the puzzlers could serve admirably as motivating devices for classes in science and arithmetic. It is the type of library book which is always checked out and is well worth buying.

507 Science — Experiments || Tricks

Hale, Edward Everett. *The first book edition of THE MAN WITHOUT A COUNTRY*; illus. by Leonard Everett Fisher. Watts, 1960. 53 pp.

Grades 7 up; Ages 12 up \$1.95

"I wish that I may never hear the name of the United States again." This desire was fulfilled by transferring Philip Nolan from vessel to vessel for 50 years; he was never allowed to hear the name of his country until he died aboard ship as an old man. The author, who presents the fact that a man must have a country, instills within the reader a deeper appreciation of his own.

Nolan, Philip

Halliburton, Richard. *COMPLETE BOOK OF MARVELS*; illus. with photographs and maps. Bobbs, 1937, 1960. 640 pp.

Grades 5–8; Ages 10–13 \$5.95

A new edition of the most famous travel book for children is brought up to date with photographs and political information to show present conditions throughout the world. Added is a section entitled "Richard Halliburton's Last Adventure." This contains excerpts from letters and newspaper articles describing the voyage of the *Sea Dragon*, which was lost at sea. The fascinating stories and legends in this book are for the adventurous boy or girl.

910 Travels

Kenworthy, Leonard. *PROFILE OF NIGERIA*; illus. with photographs. Doubleday, 1960. 96 pp.

Grades 5–9; Ages 10–14 \$2.50

The many contrasts in the newly independent country of Nigeria are brought to light in this timely book. The author tells the story of the people — their customs, history, religions, education, art, and politics — in a concise but thought-provoking way. The text is made more meaningful by the many photographs and provides excellent material for social studies.

916 Nigeria

Kerr, James S. *COME AND SEE THE SYMBOLS OF MY CHURCH*; illus. by Helen Huntington. Augsburg, 1960. 32 pp.

Grades Pre–4; Ages 5–9 \$1.95

In this fine introduction to Christian symbolism a pastor takes several young children through a church building, explaining the symbols as they are seen in stone, wood, stained glass, and in the architecture of the building itself. He also explains the meaning of the pastor's vestments. Each symbol is shown first in a photograph of the church and then in a stylized drawing. The idea of the book is excellent, but its photography is often unclear, and its art work does not fully do justice to the opportunities presented by its subject. Liturgical colors, only briefly mentioned in the book, could have been more fully treated. Nevertheless this is an important and much-needed book, one which will deepen the child's understanding of worship and of his church.

246 Christian Art and Symbolism

Lee, Laurie, and David Lambert. *WONDERFUL WORLD OF TRANSPORTATION*. Garden, 1960. *Wonderful World Series*. 92 pp.

Grades 6–9; Ages 11–14 \$2.95

As in previous books of this series, the profuse illustrations merge with the crisp, well-written text to give a broad background of one segment in the history of man. This indexed volume covers the development of transportation. It treats of foot travel, beasts of burden, the wheel, ships, canals, supersonic turbojets, and proposed space craft. Unfortunately, the author makes use of introductory statements regarding prehistory to which we cannot subscribe. These are found in par. 1, p. 10; par. 1, p. 14; and par.

3, p. 18. A few minutes' time for deletion or notation by the teacher should remove the taint. This book is well worth the effort necessary for this task.

385 Transportation

Knight, David C. THE FIRST BOOK OF SOUND. Watts, 1960. 93 pp.

Grades 4-6; Ages 9-11 \$1.95

This compact but complete treatment of sound for intermediate and upper grade children is written more to provide information than to awaken enthusiasm. It is well written, however, and the illustrations make it easy to follow the explanations of such concepts as pitch, resonance, reverberation, ultrasonic waves, Sonar, Mach numbers, and soundproofing. Two features make this a very useful reference work for classes studying sound in their science programs: a summarized check list of sound facts, and complete directions for 14 easy-to-perform sound experiments.

534 Sound

Kjelgaard, Jim. BOOMERANG HUNTER; illus. by W. T. Mars. Holiday, 1960. 172 pp.

Grades 6-8; Ages 11-13 \$2.95

As a desert hunter the boy Balulu owns nothing but his weapons and Warrigal, the dingo he has tamed. Rather than starve or be chastised for refusing to kill his pet, Balulu finds his endurance severely tried while traveling across the dangerous, unmarked primitive wilderness. The author presents a vivid picture of an unusual subject, the Australian aborigine.

Leighton, Margaret. JOURNEY FOR A PRINCESS. Farrar, 1960. 216 pp.

Grades 7-9; Ages 12-14 \$2.95

The portrait of Elstrid, the daughter of England's King Alfred the Great, is given with a warmth that appeals to girls on the threshold of womanhood. In an effort to postpone Elstrid's marriage to a barbarian Viking, her father sends her on a pilgrimage to Rome. The journey proves to be full of action and suspense. There are picturesque descriptions of palace life as well as interesting glimpses of Roman Catholic Christianity.

Vikings — Stories || Alfred the Great, King of England — Stories

Leeming, Joseph. FUN WITH GREETING CARDS; illus. by Jessie Robinson. Lippincott, 1960. 96 pp.

Grades 5-8; Ages 10-13 \$3.00

This book's unexciting format conceals a high concentration of useful information on materials and techniques useful for making greeting cards, and the child will see that these can be used for other artwork as well. The illustrations, pictorial and verbal, are thorough enough to stimulate, yet not so detailed as to encourage outright copy work. The book should be useful as a resource for both teacher and pupil.

741 Greeting cards

Osborne, M. M., Jr. ONDINE; illus. by Evaline Ness. Houghton, 1960. 76 pp.

Grades 3-6; Ages 8-11 \$2.75

Libr. Bdg. \$2.45 net

Ondine is a sandpiper who does not believe that it is important to do things the way everybody else does, as for example, stitching footprints on the wet sand every morning. Her decision to rebel leads to wonderful friendships with a tough-talking seagull named Joe and with Old Nick, the great snowy owl of Sandy Point. Ondine has a close call with a hawk over Kansas, comes to realize the gentleness of people, and most important, achieves understanding and love for her family. This story of wisdom, humor, and tenderness is enhanced by the author's expert knowledge and love of the New England seacoast and by the strikingly beautiful illustrations.

Williamson, Joanne S. HITTITE WARRIOR. Knopf, 1960. 214 pp.

Grades 7-9; Ages 12-14 \$3.00

Uriah, the Hittite warrior, since the loss of his family, home, and country, has led a life filled with strange events. His loyalty to the past, worship of heathen gods, and love of money are challenged by new ideas, especially the idea of one God. Uriah eventually learns to love and believe in the Hebrews' God and spends the rest of his life serving the true God. Exceptionally well written, this book is set against the Biblical story of Deborah and Barak. Though this is fiction, it carries a message of peace for all who find God.

Bible, O. T. — Stories

NEWS AND NOTES

OUR SEMINARIES AND COLLEGES

FACULTY AND STAFF

St. Louis

Prof. Robert L. Conrad was installed during a convocation Communion service on Wednesday, March 8.

Prof. H. T. Mayer was offered a change in status from assistant professor to associate professor.

Prof. A. J. Ehlen was awarded a Martin Luther scholarship by the National Lutheran Education Conference. He will study Semitics at Harvard University.

Dr. E. M. Krentz, librarian, will attend the American School for Classical Studies, Athens, Greece, from June 29 to Aug. 10. Dr. Krentz received one of four scholarships given annually by the institution, which admits only 20 students each summer. He will also visit libraries and publishing houses on the Continent and in the British Isles.

River Forest

Recently the Board of Control of Concordia Teachers College announced that it had initiated a new endowment called the Endowment for the Enrichment of Instruction. President Koehneke stated that the action was "one of the most significant resolutions adopted by the Board of Control," since he became president in 1954. The endowment is established to provide opportunities to enrich the instructional services of the college. This will be done by aiding instructors in personal and professional growth, by educational research, and by improving instructional techniques and materials. Gifts to the fund for a time are being handled as capital investments. Income from gifts will be used for the purposes of the fund. Gifts from the alumni and friends of the college and requests for further information may be sent to the office of the president of the college.

Six faculty members totaling 180 years of

service in the church were honored on March 9 with a special worship service at Grace Church, River Forest, in the morning and a special faculty dinner in the evening. Dr. O. A. Geiseman was the speaker. Celebrating 40 years of service were Dr. Albert V. Maurer, professor of education and psychology, and Prof. Carl H. Scaer, chairman of the language and humanities division. Dr. Maurer has been at Concordia since 1939 and Prof. Scaer since 1943. Twenty-fifth anniversaries were celebrated by professors Paul G. Bunjes, acting chairman of the music division; Prof. Carl F. Halter, dean of students; F. Samuel Janzow, associate professor of religion and English; and Dr. Huegli, academic dean. Professors Bunjes and Halter have been at Concordia since 1951 and 1948 respectively. Dr. Huegli came to Concordia in 1940 and Professor Janzow in 1954.

Valued from \$1,000 to \$2,000 each, five Aid Association for Lutherans faculty fellowships were recently awarded to Herbert M. Gotsch, Kenneth L. Heinitz, Merle L. Radke, Lawrence R. Rast, and Carl L. Waldschmidt. The winners were selected by the AAL Faculty Fellowship Program and were announced by Walter L. Rugland, AAL president.

For next fall two major changes have been made in the class schedule. They are a longer academic day and an earlier school opening in September. Instead of beginning classes at 8 A. M. the first class will start at 7:30 A. M. This will make possible eight class periods rather than seven by 3:10 P. M. After the last period the many cocurricular activities are scheduled. The lengthened class day was made necessary by the growing student body and shortage of classrooms.

Seward

The faculty has approved certain revisions in the curriculum and, in consequence, requirements for graduation.

The guiding principle in the formation of the redirected program was that the curricu-

lum should serve the varied needs of our students as they prepare for the teaching ministry. As a result the new program permits greater choice within specified areas and limits.

The flexibility of the program permits the student to adjust to his needs, abilities, and background. Nevertheless the program demands intensive work leading to high levels of academic quality.

Transfer students should be able to adjust readily because of the opportunities for alternative choices.

Fort Wayne

Professor Carl Graesser, Jr., assistant professor of Semitic languages at Concordia Senior College, has been awarded a Martin Luther Fellowship by the Committee of Selection of the National Lutheran Educational Conference. He will enroll at Harvard University this summer to begin a program of studies leading to a doctorate in the area of Old Testament and Ancient Near East. In 1960 a similar grant was awarded Professor Herbert Nuechterlein, head of the college's music department, who is now pursuing advanced studies and working on his doctoral dissertation at Herford, Germany.

Professor Eugene W. Nissen, associate professor of classical languages, has been awarded an Aid Association for Lutherans Faculty Fellowship and will pursue graduate studies in classical languages at the University of Michigan during the 1961—1962 academic year.

Professor Oscar T. Walle, professor of natural science and registrar of Concordia, will receive an honorary doctorate from Concordia Theological Seminary, Springfield, Ill., on May 30 of this year.

Professor Harvey Stegemoeller, assistant professor of social sciences and resident counselor at the college, has declined an offer to assume pastoral duties at Pilgrim Lutheran Church, Santa Monica, Calif. Earlier this year Dr. Robert Schnabel, assistant professor of philosophy, declined an associate professorship of education at Concordia Teachers College, River Forest, Ill.

Dr. Harold Haas, associate professor of psychology and director of psychological

services, has been named dean of students to succeed Dr. Richard A. Jesse, who has resigned the position for reasons of health.

According to present plans, Concordia Senior College will apply for formal admission to the North Central Regional Accreditation Association for Colleges and Secondary Schools by June of this year. The intensive self-study, carried on by the faculty during the past academic year, is nearing completion and will be given a thorough review prior to its submission in June.

Winfield

Five members of St. John's College faculty will not return for the 1961—62 school year. Rev. Marvin Tschatschula, who taught religion and social science and served as men's residence hall counselor, has accepted a call into the parish ministry. Dr. William Koch, assistant professor of physical education and director of athletics, has been granted a release to become chairman of the department of physical education and director of athletics at Texas Lutheran College, Seguin, Tex. Dr. Koch will assume his new post on July 1. Philip G. Kapfer, instructor of natural sciences, and Mrs. Miriam Bierbaum Kapfer, instructor of music, have not announced definite plans. Miss Arleen Beiswenger, instructor of physical education, will return to Bemidji (Minn.) State Teachers College, to complete degree work in physical education.

Portland

As of March 15 applications for fall enrollment at Concordia were two months ahead of the previous year, with 36 applicants seeking admission, most of them in the college department.

CAMPUS IMPROVEMENT

River Forest

About 6,000 people co-operated in a telephone blitz on Sunday, March 12, in the first phase of the campaign of the Northern Illinois District to provide a chapel-auditorium for Concordia College as a thank-offering for 100 years of teacher training in the District at Concordia. By midnight on

March 12 \$551,335 were pledged by members of the congregations participating in the drive. The director of the telephone blitz, the Rev. Victor C. Rickman, pastor of Saint Philip Lutheran Church of Chicago, stated that "the reported results furnish an excellent springboard for a successful conclusion of this effort."

To receive the reports from the various congregations, a central telephone center was set up in the college gymnasium on March 12. Over 200 Concordia students and staff members assisted as telephone operators, messengers, scoreboard posters, and manned the tabulating center and the tally table. Over 39,000 calls were reported to the campaign center on March 12 by the 214 lay directors in the congregations. In addition, 21 pastors served as campaign directors in their congregations. Also participating in the first phase are 17,000 school children in 598 classrooms in the District. Sunday school children are likewise making contributions.

After all calls have been reported, Pastor Rickman has indicated that the next step will be to discuss with congregations the matter of absorbing in their budgets for the next three years any difference between pledged amounts and the fair share for the congregation. The last part of the drive will be a follow-up of congregations which have not participated at this time or which made only a token participation.

Seward

Work on the new men's dormitory was begun with ground-breaking ceremonies on Feb. 27. With the favorable weather, excellent progress is being made. The dormitory is located just north of Timothy Hall.

St. Louis

MISCELLANEOUS

Concordia Seminary has been selected to administer the recently established S. C. Ylvisaker Memorial Fund. The fund has been designated for the promotion of Semitics, music, church history, and the fine arts. Dr. Ylvisaker was president of Bethany

Theological Seminary and College at Mankato, Minn., from 1930 to 1950. He had also taught at the St. Paul Concordia from 1919 to 1923.

Portland

All previous attendance records were broken for the annual visitation days on the Portland campus March 15—17, when between 260 and 270 prospective students came from three states to participate in the orientation program. On Wednesday, March 15, eighth and ninth graders from the Christian day schools in Portland, Oregon City, Sherwood, Oreg., and Tacoma, Wash., visited. Thursday was set aside for boys and girls of the 8th to 10th grades; for the second day nearly 90 were on campus. Nearly 45 students were housed overnight in already crowded dormitories. On Friday some 85 precollege men and women participated in the day's activities.

The program was designed to acquaint the prospective students with the program and life of the school. After the regular morning chapel the group was taken on a tour of the campus. Instead of visiting regular classes as in previous years, the campus visitors heard specially prepared lectures in fields of their choice. The official program for the day ended with a session with campus leaders, who told of campus life from the student's point of view.

BOARD OF PARISH EDUCATION NEWS

Associate Editor of Sunday School Materials. — The newest member of our staff, the Rev. Jack K. Muhlenbruch, formerly pastor of Trinity Lutheran Church, Elmore, Ohio, on April 3 assumed his duties as associate editor of Sunday school materials for the Intermediate and Senior departments.

Guidelines for the Circuit Education Representatives. — A *Circuit Cabinet Manual* is being developed co-operatively by the Praesidium of Synod and the departments of Stewardship, Evangelism, Parish Education, Church Extension, and Social Welfare. It is hoped that the guidelines provided for the

circuit education representative will serve as an orientation device for those who are new in their positions and assist in sharpening up the general nature of the work of this member of the circuit cabinet.

New Translation of Luther's Small Catechism.—The new translation of Luther's Small Catechism is currently being field tested in various Lutheran schools throughout the country. Dr. Arthur L. Miller, executive secretary of the board, has assumed responsibility for this task and has developed a special questionnaire to be completed by those participating in the testing program.

Dr. Feucht Declines Call.—Dr. O. E. Feucht, Executive Secretary of Adult Education, announced that after much prayerful consideration he had declined the call which he had received to serve as the first director of the newly established Lay Training Institute in Milwaukee.

Teachers Bureau Service to Lutheran High Schools.—By special arrangement with the Association of Lutheran Secondary Schools, the Board of Parish Education has agreed to extend the services of the Teachers Bureau to Lutheran high schools. In the past the services of the bureau had been extended only to Lutheran elementary schools.

Catechism Textbooks.—The Catechism Committee has been authorized to obtain sample lessons from a number of authors on each of the various grade levels. The obtaining of these lessons is the next step in the development of the Catechism textbooks and will enable the committee to select the authors and move forward with this very important project.

Service Bulletin on Nursery Schools.—In view of the number of requests for information on nursery schools which have been received in recent months by the School office, the board encouraged the School Department to produce a service bulletin on nursery schools to provide such information.

Federal Aid to Education.—On March 21, 1961, the Board of Parish Education and its staff met in special session to prepare a statement of its position regarding federal aid to church-related schools. Copies of the state-

ment were sent immediately to the proper committees of the U. S. House of Representatives and of the U. S. Senate as well as to other interested parties.

Appointments.—In its March 7, 1961, meeting the Board of Parish Education extended the appointment to serve as editor of high school Bible class materials to the Rev. Dale Griffin, pastor of Pilgrim Lutheran Church, Cheltenham, near Philadelphia, Pa.

In this same meeting the board recommended to Concordia Publishing House that the Rev. Paul Hansen, pastor of St. John Lutheran Church, Denver, Colo., be extended the appointment to serve as editor of the proposed teen-age magazine.

Candidates for Editorial Associate in the Vacation Bible School Department.—In its meeting of March 7, 1961, the board authorized a committee of the staff to interview five persons who are being considered as candidates for the position of editorial associate in the Vacation Bible School Department. The committee is to submit its recommendations to the board at its May meeting.

Sunday School Curriculum Materials for the Preschool Levels.—The board approved the plan of the Sunday School Department to develop a two-year correlated course for the Nursery and Kindergarten levels. In accordance with this plan the three teachers' quarterlies presently being provided for (a) Nursery, (b) Kindergarten-Primary, and (c) Junior to Senior Teachers, will be replaced by three new quarterlies: (a) for Nursery-Kindergarten Teachers, (b) for Primary-Junior Teachers, and (c) for Intermediate-Senior Teachers.

New Memory Course.—A new graded program of memory selections was authorized by the Board of Parish Education to replace the present graded memory series of booklets, which has become outdated. The Rev. Donald Hoeferkamp, editorial associate, was asked to prepare the new course.

According to present plans the new course will be published on cards and illustrated in color. The devotional and functional use of the materials is to be the dominant factor in making the choice of memory selections to be included in the course.

JUNIOR COLLEGE SITE PURCHASED

The purchase of a 210-acre site near Ann Arbor, Mich., for a new junior college designed primarily to train future pastors, teachers, and deaconesses has been announced by Dr. Martin E. Strieter, Treasurer of Synod.

Preliminary architectural studies have started, and it is hoped that construction can begin late this year or early in 1962. A maximum amount of \$6 million for building and equipment has been allocated by the Synod plus funds for the site acquisition. The junior college is expected to open in September 1963, with a coeducational enrollment of 400 students. "This new junior college is a response of Synod to its steadily increasing growth rate and the imperative need for an enlarged educational capacity in the church's system of colleges and seminaries," Dr. Strieter said.

The new gently rolling campus site is located two miles east of Ann Arbor and north of the Huron River. Its eastern boundary is the new U. S. Highway 23. Including the so-called Homestead of the Earhart Foundation, the land is part of the Richard Earhart property.

"Superior educational cultural advantages" were prime reasons for selecting the Ann Arbor site, according to a committee of Synod's Board for Higher Education which surveyed various locations. Heading the committee were Dr. S. J. Roth, secretary of the board and superintendent of schools of the Michigan District, and Dr. Louis A. Wolfgang, professor at Michigan State University.

The committee points out that "it is expected that the north campus of the University of Michigan will be a virtual neighbor to the new school." University officials were interested in placement of the school near their campus, and Ann Arbor civic and community leaders have expressed their pleasure at the site selection.

Offering a standard junior college program, the new school will prepare the majority of its students for pretheological and teacher training programs.

CHRISTIAN FAMILY WEEK

Seeking to cultivate Christian understanding between youth and parents, Christian Family Week, May 7—14, will follow the theme "Christian Homes Build Christian Youth."

When children become teen-agers, parents face new problems of adjustment and guidance, the Board of Parish Education of the Synod explains. There is a tendency for two generations living under one roof to grow apart.

"Parents and youth need to act on Christian principles in faith and love as they face such problems as dating, entertainment, dress, drinking, or use of the family car," Dr. Arthur L. Miller, executive secretary of the board, said.

As part of the Christian Family Week observances, special radio broadcasts are being produced by the Family Worship Hour and Day by Day with Jesus, daily programs sponsored by the Lutheran Laymen's League and heard over 300 stations throughout the United States.

Missouri Synod congregations, Sunday schools, Christian elementary schools, as well as youth, men's, women's, parents', and couples' groups will emphasize closer Christian parent-youth relationships.

CHURCH MUSIC SEMINAR

Four choirs and five organists presented the music highlights in the 16th annual church music seminar at Valparaiso University Friday—Sunday, April 7—9. Special guests of the 1961 seminar were the singers and instrumentalists of the Westfalian *Kantorei*, who came directly from Herford, Germany, to participate in the conference. Other performing choirs were the junior choir of Concordia Teachers College, River Forest, Ill., and the chapel and university choirs of Valparaiso University.

The five 30-minute organ recitals were given by Prof. Jan Bender, Concordia Teachers College, Seward, Nebr.; Prof. Paul Manz, Concordia College, St. Paul, Minn.; Prof. John Carruth, Wooster (Ohio) College; William Eifrig, Valparaiso University organist; and seminar director Arno Schoenstedt, Herford, Germany.

Speakers at the conference were Dr. W. E. Buszin, Concordia Seminary, St. Louis; Prof. M. J. Naumann, Concordia Seminary, Springfield, Ill.; Prof. Paul Bunjes, Concordia Teachers College, River Forest; Dr. Hans Rosenwald, president, Baerenreiter Music Publishers, New York; and E. W. Klammer, music director, Concordia Publishing House, St. Louis.

Founded in 1944 by Prof. Theodore Hoelty-Nickel, Valparaiso music department head, a church music seminar has met annually both at Valparaiso and at other colleges and seminaries in the Midwest.

DO YOU KNOW?

What a Blast. — Can you imagine a string of loaded railroad tank cars 5,083 miles long or nearly twice the distance from New York to San Francisco? This will give you some idea of the amount of aviation fuel used by the United States Air Force in 1960. In gallons that would be 5.9 billion.

They Have It. — The median family income in the United States was \$5,417 in 1959. The percentage of families with incomes less than \$5,000 is 45. 43 per cent of the families have incomes from \$5,000 to \$10,000. This leaves 12 per cent with incomes over \$10,000.

Expectation of Life, "Threescore and Ten." — Expectation of life at birth was 51.1 years in 1920. It rose to 70.6 in 1960. The increase since 1950 was 2.3 years. The "threescore and ten" seems to be a kind of upper limit.

Prospects for Schools. — The population of the United States increased 2,860,000 during 1960. The total population was 182,250,000. The 1960 increment was 1.6 per cent. The 1960 increment in Canada was 2.1 per cent. The number of people born in 1960 was approximately 4,290,000. The all-time high of 4,334,000 was reached in 1957. The births in 1960 reflect a rate of 23.8 per thousand population.

The Court Refuses to Object. — The U. S. Supreme Court decided not to interfere with the right of Catholic pupils in Connecticut to ride school buses at public expense. The Connecticut school bus law (enacted 1957)

gives communities the right, after referendum, to furnish free bus service to pupils in non-profit private schools. Many Connecticut citizens object. They have been waging a legal battle to strike the law from the statute books. But on Feb. 20 the U. S. Supreme Court dismissed an appeal that challenged the law. Net effect: Parochial pupils continue riding buses at public expense in Connecticut.

Don't Forget. — This is to remind you that the dates for Christian Family Week are May 7—14. The Board of Parish Education offers generous evidences for the observance thereof. The projects are under the direction of Oscar E. Feucht.

Aid to Parents. — As a substitute for federal college scholarships, some Congressmen urge income tax exemptions for parents sending children to college. One proposal comes from Rep. Dave Martin (R., Nebr.) whose bill would allow parents a \$1,000 exemption for each child attending college. Rep. Martin said this is the conservative's approach to education — "it conserves the principle of freedom of choice and freedom from Government controls."

Peace Corps Pleases. — President Kennedy's plan to send young people for service in lands around the world has the approval of Arnold J. Toynbee, British historian. Peace Corpsmen, he said, should live the life of the people among whom they work — "eating the same food, wearing the same clothes, and sharing the same living conditions."

Predictions. — Tall apartment buildings will house primary schools on lower floors; public school buildings will be air conditioned for summer use by community groups; in-service education programs will increase in number and expand in coverage of subject matter and faculty.

Picture of Teen-Age Marriages. — Almost everything about teen-age marriages is bad, says Lee G. Burchinal, Iowa State U. sociologist. A study of his showed that 80 per cent of the girls and 43 per cent of the boys drop out of high school after marriage. The young husband who drops out of school has a hard job finding work — lack of a diploma hinders him. The income of the breadwin-

ner ranged from zero to \$100 a week, with \$62 as an average. Only 33 per cent of the couples under study were able to maintain their own homes; the majority doubled up with their families. Some 55 per cent of the girls regretted their marriage within six months. The divorce rate among teen-age couples is four times as high as for couples in their 20s.

Don't Panic. — S. A. Kenrick, College Entrance Examination Board official, says that the panic over college admissions is unjustified. "One third of the colleges will accept all, or almost all, high school graduates. One half will accept all with a C average. Only one in six of the colleges is highly selective."

Just as Expected. — Charles C. Holt, who has been asked by three major professional organizations to look into the plethora of testing, states that the testing of high school students for admission to college and for scholarships is indeed getting out of hand. "There are 20 national testing programs in the country. Testing is not only expensive, it's also inconclusive. Most tests cannot measure creativity, motivation, and determination."

Good. — "Theology and Church Music," an article by Walter E. Buszin which appeared in the January 1961 issue of *Con-*

cordia Theological Monthly, was reprinted in the March 1961 issue of the *Choral and Organ Guide*.

An Idea. — The Evangelical Lutheran Church of the Good Shepherd in Palos Park, Ill., is conducting Wednesday afternoon "Sunday school" classes for grades 3 to 8 children who elected the program. These children are expected to attend church on Sunday. Too many children and parents were skipping services, using Sunday school as an excuse. Space was another factor which encouraged the move. Recreation, worship, training in choral music, and supper are added to regular instruction. "Semiprofessionals" (students at CTC, River Forest) conduct the classes. With regard to the Christian elementary school, the Rev. Victor L. Brandt states, "I favor a Christian day school when it is top rate in all aspects. In a neighborhood like this one, that would be essential."

Cheating. — The honor system apparently does not work in colleges. In a Midwest church-related school 54 per cent of the students admitted cheating. In professional schools violations of ethical codes even included forged credentials. It seems that cheating increases with the raising of "standards."

Henry Drummond tells of two artists, each of whom painted a picture to illustrate his conception of rest. The first chose for his scene a still, secluded lake behind far-off mountains. The second threw upon his canvas a thundering waterfall, with a fragile birch tree bending over the foam; at the fork of the branch, almost wet with the cataract's spay, a robin sat on its nest. The first artist pictured not rest, but stagnation; the second had the truer conception. It is not cessation from life's activities, not freedom from life's burdens, "not idleness, not slackness of either hands or spirit, not exemption from toil or any honorable demand," but rest, refreshment in the midst of life's activities, and in spite of life's burdens.

For which, then, should we be most thankful — for freedom from pain, for cessation of toil, or for strength to accomplish our tasks and to bear our burdens and for rest and refreshment in the midst of our labors?

— Professor Ernest Trice Thompson, "The Presbyterian Outlook"

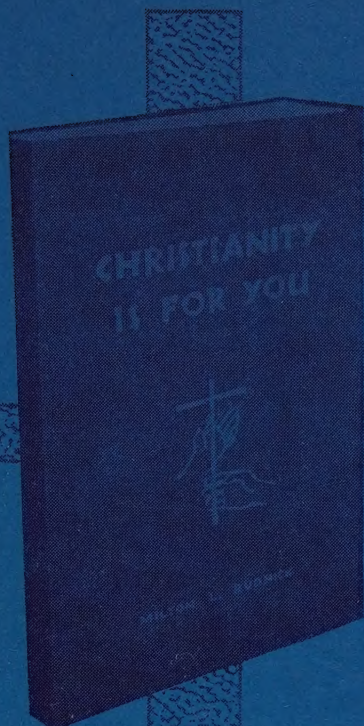
Most parents are hypocritical when they insist that they want a school that will make their children *educated*; what they want is a school that will make their children successful and popular; in our society, the truly educated are only accidentally successful and rarely popular. — SYDNEY J. HARRIS

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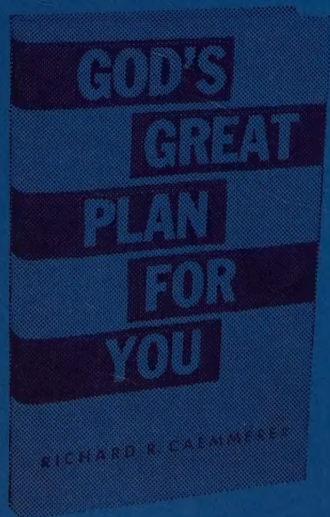
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